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**Writing Opportunities**-

The children will write:

* Character descriptions of Anansi from different stories
* Innovated stories based on the character of Anansi
* Guide to keeping healthy

**Key Learning Overview**;-

**Science-** children will find out about and describe the basic needs for animal, including human, survival.

**Music-** children will listen to Latin music and work collaboratively to produce their own Latin music.

**Art-** children willdraw the human figure in action in various poses. They will use these drawings as inspiration to create a clay model of a human figure.

**DT-** children will learn about the different sections of the ‘Eatwell Plate’ and will design and make a fruit salad.

**PSHE-** children will gain a greater understanding about what it means to be healthy and why it is important.

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Class: Elm Class Year 1/2 Term: Summer 1

**Curriculum Unit – The Active Human**

**Class Novel, key texts and extracts-**

Flat Stanley

Anansi Does the Impossible

How Anansi Got His Stories

Anansi the Spider: A Tale from the Ashanti

Anansi and the Turtle

A number of information books and non-chronological reports about keeping healthy

* What do animals, including humans need to survive?
* Why do we need to eat a range of different foods?
* What is the Eatwell plate?
* How much sugar is in our cereal?
* What happens to our bodies when we exercise?
* Why is hygiene important?
* What are germs?
* What are the characteristics of Latin music?
* Who is Keith Haring and what do I think about his work?
* How can we join clay together to create the human figure?

Be Curious: Engage in multi-sensory learning; tasting different fruits and vegetables; feeling the affect exercise has on the body.

Be Knowledgeable: Apply cross curricular knowledge, linking learning in science, PSHE, DT and geography. Manage, organize and record learning in an information book.

Be Adventurous: Work practically within and outside one’s own comfort zone.

Be Ambitious: Strive for improvement

Be Creative: Apply newly learnt skills to sculpt a clay figure. Explore alternatives when engaged in problem solving activities.

Be Collaborative: Work collaboratively to create a class information book. Challenge one’s own work and the work of others.

Be Reflective: Make lifestyle choices in response to thoughts. Move towards the understanding of a wide range of feelings (success/failure).

**Curriculum Shapers**

**Key Questions**

**Key Skills Coverage – Science**

**Prior Knowledge**

**EYFS –**

\*The children labelled a human body as part of their ‘Ourselves’ topic.

\*They study the life cycle of butterflies from caterpillar to butterfly

**All children**

\*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 programme- Animals, including humans completed in the Autumn term)

\* Notice that humans have offspring which grow into adults

**Year 2 Children**

\*Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 programme- Animals, including humans)

**Key Skills and Knowledge Key Knowledge**

**offspring –** the young of a person, animal or plant

**reproduction –** the process by which plants and animals produce off spring

**growth –** a stage or condition reached in growing

**young/old stages** egg/chick/ hen, baby/toddler/child/teenager/adult**,**

**life cycle -** the series of changes in the life of a living thing, including reproduction

**heartbeat –** a single contracting and expanding of the heart

**pulse –** a regular throbbing caused in the arteries by the contractions of the heart

**breathing –** to draw air into and expel it from thelungs

**respiration** – the physical process by which living things obtain oxygen to produce energy and eliminate waste gases

**hygiene –** the practice of keeping clean to stay healthy and prevent disease

**germs –** a microscopic organism that causes illness. Bacteria and viruses that cause diseases are called germs

**disease –** a microscopic organism that causes illness. Bacteria and viruses that cause diseases are called germs

**nutrition –** the act or process of eating and using the nutrients in food for living and growing

**nutients -** something in food that helps people, animals, and plants live and grow

**Eatwell Plate –** a diagram of a plate showing a healthy, balanced diet

**proteins –** builds, maintains, and replaces the tissues in your body

**carbohydrates –** used in the body to easily produce and store energy. Sugars and starches are carbohydrates

**dairy foods –** are a good source of energy and protein, and contain a wide range of vitamins and minerals, including calcium, that young children need to build healthy bones and teeth.

**5 a day –** the recommended minimum number of fruit and vegetables that should be eaten daily

**drug –** a substance that causes a chemical change in the body

**medicine –** a drug or substance used to treat a disease, injury, pain, or other symptoms

**Working Scientifically**

\*By recording their findings using charts.

\*By asking questions about what things animals [humans] need for survival and what humans need to stay healthy.

\*By suggesting ways to find answers to their questions.

\*By investigating how much sugar is in cereals

**Animals Including Humans**

Notice that animals, including humans, have offspring which grow into adults.

\*Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

\*Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.





**Key Skills Coverage – Music**

**Prior Knowledge**

**EYFS – Expressive Arts: Exploring and using media and materials**

\*Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**EYFS – Expressive Arts: Being imaginative**

\*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**KS1**

\*Listened to and performed a number of songs on the theme of friendship

\*Listened to and commented on a range of music during the Robots unit

\*Experimented with and created musical patterns

**Key Skills and Knowledge Key Vocabulary**

**genre** – a style or type of music

**percussion-** musical instruments played by striking with the hand or with a stick or beater or by shaking

**rhythm –** structureof long and short sounds to make patterns

**melody-** a tune

**ensemble** – all instruments in an orchestra or all voices in a choir, playing at once.

**timbre-** the quality of sound

**texture**- layers of sound

**Latin music** - is a form of popular **music** played by/from **Latin** America, and for practical purposes that includes the Spanish-speaking Caribbean. Much **Latin music** is accompanied by song in Spanish. **Latin music** is a part of world **music**, which is the study of popular and traditional **music** in all countries.

**clave rhythm –** a repeated rhythm that underpins Latin music

**guajeo melodies –** is much like a Clave rhythm except that it is based upon a repeated melody (tune)

**marching -** helps keep a steady beat when lots of people are playing together in time. Feet step in time to the music.

\*listen with concentration and understanding to a range of high-quality live and recorded Latin music

\*experiment with, create, select and combine sounds using the inter-related dimensions of music.

\*play tuned and untuned instruments musically

**Key Skills Coverage – Art**

**Prior Knowledge**

**EYFS**

\*The children draw self portraits as part of their topic ‘Ourselves’

\*They create sculptures using junk materials

\*The children make sculptures using clay

**KS1**

\*explored mark making with charcoal and chalk

\*self portraits

**Key Skills and Knowledge Key Vocabulary**

**Drawing Skills**

\*Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.

\*Control the types of marks made with the range of media.

\*Observe and draw shapes from observations.

\*Investigate tone by drawing light/dark lines, light/dark shapes.

**Exploring and Developing Ideas**

\*Record and explore ideas from first hand observations.

\*Explore the work of the artist Keith Haring.

**3D Sculpture**

\*Manipulate clay in a variety of ways including rolling and kneading.

\*Manipulate malleable materials for a purpose, to create the human figure

\*Understand the safety and basic care of materials and

tools.

\*Join clay

**Evaluation**

\*Review what they and others have done and say what they think and feel about it.

**sculpture –** the action or art of making **statues** by **carving** or chiseling (as in wood or stone), by modeling (as in clay), or by casting (as in melted metal)

**human figure –** the body of a human

**modelling tool –** a tool used to shape and decorate a sculpture

**clay –** is a natural material made up of tiny particles of rock. When **clay** is mixed with enough water, it feels like soft, gluey mud and can hold it’s shape

**slip –** a mixture of clay and water used to join pieces of clay

**cross hatching –** scratching shallow lines into clay to help join pieces of clay

**scoring –** to **score** a pot or piece of **clay means** to scratch hatch marks on it as part of joining **clay** pieces together.

**Keith Haring –** Keith Allen Haring was an American artist whose pop art and graffiti-like work grew out of the New York City street culture of the 1980s. His art inspired the ‘Change4Life’ campaign imagery

<https://www.bbc.co.uk/programmes/p0114r6f>

 Keith Haring

 

**Key Skills Coverage – DT**

**Prior Knowledge**

**EYFS** -

\*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

**Key Vocabulary**

**Key Skills and Knowledge**

**ingredients –** one of the parts of a mixture

**hygiene –** the practice of keeping clean to stay healthy and prevent disease

**balanced diet –** a diet which contains all the nutrients in right amounts. A **balanced diet** helps in proper growth and maintenance of our body

**nutrition –** the act or process of eating and using the nutrients in food for living and growing.

**fruit and vegetable names**

**names of equipment and utensils**

**sharp -** biting to the sense of taste or smell

**sour –** having a tart or acid taste like lemon juice or vinegar

**skin –** the outer covering of some fruits and vegetables

**seed –** the small part of a flowering plant that grows into a new plant

**pip –** any small seed, such as one from a grapefruit or apple

**core –** the hard center part of certain fruits

**peeling –** to remove the outer layer of certain fruits and vegetables

**Design**

\*Choose the ingredients/tools they will use, from a selection.

\*Propose more than one idea for the project.

**Make**

\* Group familiar foods products.

\*Measure and weigh food items.

\*Cut, peel, chop a range of ingredients

\*Work safely and hygienically.

**Evaluate**

\* Say what they like and do not like about the product they have made.

**Technical Knowledge**

\* Understand and explain where food comes from \*Understand the need for a variety of food in a diet

**Cooking and nutrition**

\*Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate



**Key Skills Coverage – PSHE**

**Prior Knowledge**

**EYFS – Personal, Social and Emotional Development – Making Relationships**

\*Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

\* Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help

**Key Skills and Knowledge Key Vocabulary**

**health –** the condition of one's body or mind

**healthy –** showing good mental or physical condition

**unhealthy -** in bad health; ill

**hygiene –** the practice of keeping clean to stay healthy and prevent disease

**germs –** a microscopic organism that causes illness. Bacteria and viruses that cause diseases are called germs

**exercise –** activity done to keep the body or mind strong or to make them stronger

**dental health –** the condition of one’s teeth

**dental hygiene -** the care and cleaning of teeth

**physical health –** the condition of the body

**mental health –** the condition, or degree of health, of one's mind and emotions

**mind -** the part of a person that thinks, understands, remembers, directs, and feels

**Keeping healthy; food and exercise; hygiene routines; sun safety**

**PoS Refs: H1, H2, H3, H5, H8, H9, H10**

* what it means to be healthy and why it is important
* ways to take care of themselves on a daily basis
* about basic hygiene routines, e.g. hand washing
* about healthy and unhealthy foods, including sugar intake
* about physical activity and how it keeps people healthy
* about different types of play, including balancing indoor, outdoor and screen-based play
* about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
* how to keep safe in the sun