



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Elm Class Year 1/2 Term: Summer 1
Curriculum Unit - The Active Human

Key Learning Overview:-

Science- children will find out how animals obtain their food from plants and other animals, using the idea of simple food chains. They will identify and name different sources of food.

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

Art- children will draw 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.

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

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

Curriculum Shapers

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).

Key Questions

- What do animals, including humans, eat?
- Where does food come from?
- What is a food chain?
- What are food chains in different habitats?
- Why do we need to eat a range of different foods?
- What is the Eatwell plate?
- 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?

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 Vocabulary

Working Scientifically

- *By identifying and classifying, using observations and ideas to suggest answers.
- *By recording their findings using charts.
- *By asking simple questions and gathering and recording data.
- *By observing closely using simple equipment.
- *By performing simple tests

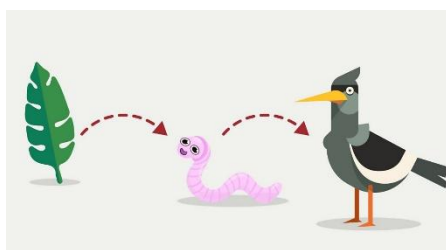
Animals Including Humans

- *Notice that animals, including humans, have obtain their food from plants and other animals.
- *Describe and recognise simple food chains.
- *Identify and name different sources of food.

carnivore
herbivore
omnivore
diet
meat
plants
animal
food
sun
food source
source
food chain
arrow
link
sequence
human
farming
crops
livestock
agriculture
consume
woodland
pond
ocean
desert
vary
habitat
predator
prey
disappear
at risk
damage
impact

Herbivores, Carnivores, and Omnivores

The three broad types of diets in the animal kingdom are herbivores, carnivores, and omnivores.



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

*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 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 - structure of 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.



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

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.

Key Vocabulary

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

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 Skills and Knowledge

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 Vocabulary

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



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

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

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