



# It's Love that Makes the World Go Round!

## Year 1/ Autumn Term

Part of Nicholas Postgate Catholic Academy Trust

### Curriculum Overview

#### Learning Challenge: Key Questions & Enquiry

What did John van Hengel do for the world?  
Where does our food come from?  
How are the lives of people around the world similar and different to ours?  
What impact did Marie Curie and Florence Nightingale have on our lives today?

#### Memorable Experiences

**Visits:** Supermarket  
**Specific Events:** Shoe box appeal/cause hampers  
**Themed Day:** Supporting a charity  
**Science Themed Day:** Food production day (Ready, Steady, Go!)

#### Learning Environment

Continuous Provision: Facilitating shops, cafes, food creation areas  
Food bank – Main entrance  
Healthy eating display

#### Inspirational People

Florence Nightingale & Marie Curie  
John van Hengel – Phoenix Arizona 1967  
The Trussell Trust  
Bob Geldof – Live Aid 1985

#### Resources

Fair share & globalgoals.org  
A Fish Sale on a Cornish Beach – Stanhope Alexander Forbes  
Summer – Giuseppe Arcimboldo  
Food – CQE Art & Design Pg48  
Florence Nightingale - CQE History Pg46  
Marie Curie – CQE History Pg 48  
The Gunpowder Plot – CQE History Pg72  
The United Kingdom – CQE Geography Pg 38-39  
The United Kingdom: England – CQE Geography Pg 40-41  
Continents and oceans – CQE Geography Pg 58-59

#### Coverage Summary

##### As geographers we will:

- Investigate places where our food comes from.
- Investigate places identifying the key features of a location related to food production around the world.
- Investigate places naming and locating the world's continents and making links to food growth.
- Communicate geographically about the similarities and differences between England and African countries comparing their physical and human features.

##### As historians we will:

- Build an overview of world history recognising that there are reasons why Florence Nightingale & Marie Curie acted as they did. Making links to the impact they had and have on our society.
- Communicate historically demonstrating our understanding of why the Gunpowder Plot is a significant event in history.

#### Enriching Texts

Handa's Surprise – Eileen Brown  
Oliver's fruit salad – Vivian French  
Oliver's vegetables – Vivian French  
The world came to my place today – Dr Jo Readman

## English in Context

As writers we will create:

- **Purpose**  
Lists - shopping for food technology activities.
- **Organisation**  
Instructional text - based on food technology activities.
- **Appropriate sentence**  
Write letters - thank you letters to members of the community.

## Maths in Context

As mathematicians we will:

- **Know and use number**  
To solve problems.
- **Add and subtract**  
Complexity use concrete objects and pictorial representing for quantities and measures.
- **To use fractions**  
Identifying simple fractions in real life contexts.

## Computing

As users of technology we will:

- **Communicate**  
Use applications to communicate messages within the school. Identifying food resources to be placed in the school food bank.
- **Code**  
Complete a variety of different inputted instructions, using Botley.

## Science in Context

As scientists we will:

Work scientifically

**Biology – Investigate living things**

- Identify different food sources for all living things, gaining an understanding of where our food comes from.

**Chemistry – Investigate materials**

- Investigate materials and their suitability for storing and carrying food products.

## SMSC

Using our British Values we will:

- **Spiritual** – Develop a sense of empathy with others, concern and compassion.
- **Moral** – Respect for others' needs, interests and feelings, as well as their own.
- **Social** – Reflects on their own contribution to society.
- **Cultural** – Understand images which have significance and meaning in our culture.

## Catholic Social Teaching

As followers of Christ we will:

- **Option for the poor and vulnerable**  
To understand the purpose of a food bank. Investigate the items that are needed by food banks and create a hamper to be donated to a local food bank.

## Art & Design Technology

As artists and designers we will:

- **Master techniques**  
Use drawing and painting to create food art. Use the contemporary art to create mosaic portraits inspired by Jason Mecier or portraits inspired by Giuseppe Acimboldo.
- **Inspiration**  
Describe the work of notable artists, discussing how they have been inspired by food and the message they are giving through their art. (Carl Warner)
- **Design, make, evaluate and improve** the use of food items sold and used within our school food bank.

## Music in Context

As musicians we will:

- **Listen**  
Take inspiration from traditional and modern African music, create a performance of Jambo Bwana.
- **Perform**  
Follow instructions to speak, sing and chant within short rhythmic patterns.