

Title: Explorers and our Local area

Class: Rea

Cycle Year: 1

Term: Spring

Educational Visits:

We will develop our English skills through the stimuli of:

- A story of a journey based on the Pie Corbett text "The Greedy Fox" (narrative).
- A story of a bus journey around a city based on "Last Stop on Market Street" by Matt De La Peña. (narrative)
- A newspaper report about an explorer (recount)
- Instructions for making a glove puppet (instructions)

We will be reading texts from our reading spine.

- Dr Xargle's Book of Earthlets by Tony Ross
- Man on the Moon – a day in the life of Bob by Simon Bartram
- The Way Back Home by Oliver Jeffers
- Last Stop on Market Street" by Matt De La Peña.
- Lost and Found Oliver Jeffers (Resistant Texts)
- Meerkat Mail by Emily Gravett (Pie Corbett reading spine)
- Black and White David Macaulay (Non-linear time sequences)
- Look Up by Nathan Bryton
- One Button Benny by Alan Windram.
- The Lotus seed by Sherry Garland (Complexity of Plot Symbol)
- Goodnight Moon by Margaret Wise Brown (archaic texts)
- Poem: The Mystery Space Beasts by Wes McGee

Please see our writing progression sheets for further guidance.

Phonics is taught in line with Little Wandle progression. https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf

We will develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Geometry (naming and describing the properties of 2d and 3d shapes).
- Regrouping to Add and Subtract (Bridging strategies).
- Choices for Addition and Subtraction (which strategy to use)
- Problem Solving with Addition and Subtraction
- Doubling and Halving (using multiplication knowledge).
- Multiplication –Counting, Multiples and Repeated Addition
- Multiplication –Number of Groups, Group Size and Product
- Division –Sharing and Grouping
- Problem Solving with Multiplication and Division (including bar modelling and scaling)

Using maths across the curriculum by:

- Comparing the weight of different food ingredients for animals in a zoo.
 - Measuring in seconds to calculate our resting heartbeat.
- Developing the automaticity and fluency of number facts through mastering number.
- Please see skills and knowledge in year group assessment grids.

As scientists we will focus on:

Working scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Display results using simple diagrams and writing.
- Find out information using secondary sources.
- Use appropriate scientific vocabulary in their explanations.

Seasons:

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Winter to Spring focus.

Animals including humans:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Describe how animals obtain their food and show this using a food chain.
- 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. (Investigate how long it takes for our heartbeat to return to its resting rate after exercise through our racing hearts STEM activity).

P.E.

Physical activities and sports development in the areas below (following our progression of skills):

- Multi-skills: co-operation games; use of space games
 - Dance: linking movements (beginning/middle/end); control and co-ordination; variety of movement (BBC time to move springtime resources?)
 - Gymnastics: balance, jumps, roll, travel and applying to sequences
- Please see our PE progression skills for further guidance.

As experts in computing we will:

- Be creating pictures which replicate an artistic style e.g., pointillism, watercolour etc (2.6 2paint a picture). If we have time we will also use the computers to see how they can help in the creation of music (creating, editing, uploading and using their own sounds) (2.7 2 sequence)
 - Use spreadsheets and learn to save, open, enter data, manipulate, add images and calculate. (1.8 2calculate)
 - Use our Microbits to programme flashing LED image loops and learn to control the speed and add text.
- Please see computing skills sheets for further guidance.

R.E.

What makes some places sacred to believers? 1.8 (1.6, 1.7)

Learning outcomes:

Make sense of belief:

Recognise different places of worship (church, synagogue, mosque as minimum) and talk about what people do there.

Identify objects used in worship in different religions (altar/cross/font, Torah/kipphah/tallit, prayer mat/wudu) and explain how they are used and something of what they mean.

Understand the impact:

Give examples of how people worship at a church, mosque or synagogue.

Explain why some people like to belong to a community or sacred building.

Making connections:

Think/talk/ask good questions about what happens in a church, synagogue or mosque; give good reasons for their ideas.

Talk about what makes some places special to people, and the difference between religious and non-religious places.

PSHE

Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Dreams and Goals

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

Healthy Me

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food

As historians we will consider the question – Who were the greatest explorers? We will:

- Learn that explorers travel to new places for different reasons. Examples can include to discover new things, for fame, to help others and to find a fortune.
- Know the names of some famous explorers. Examples might include Ibn Battuta, Captain Cook and Sunita Williams..
- Learn that Roald Amundsen reached the South Pole before Captain Robert Scott.
- Compare different types of transport that explorers have used.
- Know that some explorers have travelled a long way.
- Learn that Historians use written records like Scott's diary as an important way to find out about the past..

As geographers we will consider the question –Where in the world do these people live?

In this unit the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations.

We will:

- Compare the local area to distant locations (Cornwall, Brazil, Timbuktu, (New York, Sydney or Beijing as cities) (understanding near and far). Use appropriate vocabulary in relation to their human and physical features.
- Understand that they live in the UK, which is an island, identify its nations and capitals of the UK and our surrounding seas.
- Use fieldwork and observational skills to study the geography of our local area.
- Identify daily weather patterns in our local area and hot, cold, dry areas of the world in relation to the Equator and Poles. Make comparisons when prompted with the weather in our area.
- Use a world map, atlas or globe to locate the continents (North America via New York, South America by Brazil, Africa by Timbuktu, Asia by Beijing and Oceania by Sydney).

As artists we will explore surface and colour

Exploring Water Colours

Disciplines: Painting (Watercolour)

Medium: Watercolour

Artists: Paul Klee, Emma Burleigh

- Explore watercolour and understand the different effects I can achieve.
- That watercolour paint has special characteristics
- Work without an end goal in mind – letting the paint lead me
- see the work of other artists who use watercolour and share my thoughts about their work.
- name and use primary colours and begin to understand how colours mix to make secondary colours.
- understand that we all see different things in the artwork we make. We all have a different response.
- think about the marks I make, and develop them further

As designers we will focus on the aspect of Textiles

Focus: Templates and joining techniques

Technical knowledge and understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

As musicians we will:

- Identify the pulse in different music; recognise, play and control changes in tempo; begin to group beats in twos/threes/fours (identify strongest beat).
- Recall short sequences or patterns; tap the rhythm of words; echo 4 beat rhythms on instrument; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns.
- Sing or play in groups (e.g. beat and rhythmic patterns/ostinato).
- Record, evaluate and improve our performances.