

Big Question: Where in the UK would Shrek most like to live?

Year: 1		Term: Spring 1
<p>Introduction: This half term's theme across the school is 'Imagination and Make Believe'. During the pre-learning challenge, introduce the children to the big question for this half term: 'Where in the UK would Shrek most like to live?' and explain how it fits in with the whole school theme of 'Imagination and Make Believe'. Watch a clip from Shrek where it shows him living in and being evicted from his swamp. Talk about why Shrek likes living there and what his options are now. Ask the children to talk about places where they have lived and also about places they have visited. What did they like or dislike about these places? What was the same or different about them? Show the children a map of the UK and start to plot the various places the teachers and children have lived and visited. Show photographs that show a variety of different places (e.g. cliff, harbour, village, city etc.) Ask: do we think we can find an alternative place for Shrek to live? Where in the UK would Shrek like to live? Why would he like it there? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography
<p>Fairy Tales and Traditional Tales</p> <p>Writing and retelling well-known tales using the texts: The Elves and the Shoemaker, The Frog Prince and The Golden Goose</p>	<p>Maths – No Problem!</p> <p>Mastering Numbers Addition and Subtraction within 10 Shapes and Patterns</p>	<p>Human and physical geography Comparing the various places people can live in the UK: town or countryside; seaside or harbour etc. Focus on geographical vocabulary.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work <i>Painting and Mixed Media: Colour Splash</i></p> <p>Identifying primary colours and exploring how secondary colours can be mixed.</p>	<p>Kapow Scheme of Work <i>Textiles – Puppets</i></p> <p>Exploring different ways to join fabric, including gluing, pinning and stapling.</p>	<p>Jigsaw Scheme of Work Dreams and Goals</p>
Science	RE	Computing
<p>Everyday materials</p> <p>Which material is the least/most...?</p>	<p>Newham Agreed Syllabus 2022</p> <p><i>What does it mean to belong?</i></p> <p>What does it mean to belong to Christianity?</p>	<p>Programming A Moving a Robot</p>
PE	Music	Spanish
<p>Specialist teacher: Gymnastics Class teacher: Dance - Growing</p>	<p>The Weather</p> <p>We're Going on a Bear Hunt</p>	<p>My local area</p> <p>Children will learn about the main places in the local area including parks.</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Word reading</p> <ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics). <p>Comprehension</p>		

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - recognising and joining in with predictable phrases;
 - learning to appreciate rhymes and poems, and to recite some by heart;
 - explaining clearly their understanding of what is read to them and
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Writing Transcription

- Naming the letters of the alphabet in order.
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest.
- Sit correctly at a table, holding a pencil comfortably and correctly.

Writing Composition

- Write sentences by: saying out loud what they are going to write about.
- Write sentences by: composing a sentence orally before writing it.

Vocab, Grammar, Punctuation

- Develop their understanding of the concepts by leaving spaces between words.
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Maths

Develop recall of number bonds within 10, through the use of exercises which use written numerals, review the composition of numbers within 10, linking these to part-part-whole representations.

Geography

Locational Knowledge:

Recap countries and cities in the UK.

Place Knowledge:

N/A for this topic.

Physical/Human Geography:

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills:

Considering aerial photographs/plans of physical and human features.

Working towards	Expected	Greater depth
I can identify basic differences between human and physical geography.	I can identify some differences between the human and physical geography and use related vocabulary .	I can describe key human and physical features using related vocabulary and justify why someone would choose to live somewhere.

Art and Design

Make

- Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint.
- Investigate colour mixing.
- Play with combinations of materials to create simple collage effects.
- Select materials based on their properties, e.g. shiny, soft.

Knowledge of Artists

- Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.

Evaluate

- Describe and compare features of their own and other's art work.

Working towards	Expected	Greater depth
-----------------	----------	---------------

I can identify the three primary colours.	I can identify the three primary colours and I know which colours to mix to make green, purple and orange.	I can use key vocabulary – primary, secondary and hue – when describing paint colours.
Design and Technology		
Design <ul style="list-style-type: none"> Using a template to create a design for a puppet. Make <ul style="list-style-type: none"> Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Evaluate <ul style="list-style-type: none"> Reflecting on a finished product, explaining likes and dislikes. 		
Working towards I can demonstrate different ways of joining together two pieces of material (e.g. paper clips, glue, safety pins and staples).	Expected I can describe how a joining technique connects two pieces of material together.	Greater depth I can explain the advantages and disadvantages of using different joining techniques on different materials.
PSHE and Citizenship and Emotional Literacy/Social Skills		
<ul style="list-style-type: none"> I can set simple goals. I can identify my successes and achievements. I can set a goal and work out how to achieve it. I can tell you how I learn best. I understand how to work well with a partner. I can celebrate achievement with my partner I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest. 		
Working Towards I can tell you about a challenge that I succeeded in. I can tell you why this made me feel good about myself.	Working At I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	Working Beyond I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success. I can choose how to celebrate my success and know how to store it in my internal treasure chest.
Science		
All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.		
RE		
Pupils should be taught to understand that people's beliefs and values affect the way in which they live.		
Working towards I can describe what happens at a baptism using basic details and vocabulary.	Expected I can describe what happens at a baptism using technical vocabulary and explain some of the meaning behind the ceremony.	Greater depth I can explain why most Christians believe some type of baptism is important.
Computing		
Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.		

This unit progresses learners' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.

Working Towards	Expected	Greater Depth
I can plan a simple program and explain what the end result should be.	I can combine direction commands to make a sequence , using left and right turns.	I can find more than one solution to a problem, for example, designing two different programs to get to the same place.

PE
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Working Towards	Expected	Greater Depth
I can move my body in different ways.	I can move by body without making sounds and point my fingers and toes.	I can make shapes using the 'big' parts of my body and hold the shape for 4 seconds before moving into a new shape.

Music
Creating sound effects for the story, *We Are Going On A Bear Hunt*.

Working Towards	Expected	Greater Depth
I can choose different musical instruments for the different parts of the Bear Hunt story.	I can choose different musical instruments for the different moods in the story.	I can create, select and combine sounds to reflect the different scenes and the different feelings in the story, incorporating changes in tempo and volume.

Spanish
To listen attentively to spoken language and show understanding by joining in and responding.

Working Towards	Expected	Greater depth
To listen attentively and respond to spoken language using the help of prompts.	To listen attentively and respond to familiar spoken language by joining in and responding with accuracy.	To listen attentively to spoken language and show understanding by joining in and responding creatively.

Educational Visits and Visitors
-Church Visit or Visitor
-Discovery Centre – Fairy Tales and Traditional Tales
-Art gallery – looking at use of primary and secondary colours
-Catch the 101 bus to visit Wanstead Park and walk around Epping Forest and the Lake.

Sequence of Key skills/objectives/context (Key teaching points)

- Recap previous knowledge – name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Learn about map reading skills: firstly compass points of North, South, East and West and then different map features, e.g. roads, vegetation etc.
- Look at specific, famous areas of the UK.
- Learn the associated vocabulary.
- Practise the skills of finding for/against regarding each area (e.g. seaside, countryside, town, city, etc.).
- Learn how to make a conclusion.

Key Vocabulary
Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather
Human features: city, town, village, factory, farm, house, office, port, harbour, shop, seaside, countryside

Additional Information
<https://www.bbc.co.uk/bitesize/subjects/zcdqxb> BBC Bitesize videos on exploring the UK.

Evidence in the books and on display:

- Matching activity of a place and the name of the place (e.g. forest, harbour, village etc.).

- Map reading activity – compass and symbols (e.g. church, river, motorway etc.).
- Maps and photographs of the UK and different, famous geographical features (e.g. white cliffs of Dover). Children to write about why it would/would not be nice to live there.
- Photographs from a field study (e.g. Epping Forest).
- A list of pros/cons living in the countryside and the city.
- Work showing the children’s understanding of map symbols and compass points.
- The children will have written about their dreams and goals.

Outcomes:

- The children will have a better understanding of the different parts of the UK and why people choose to live in certain areas.
- The children will be able to describe the differences between the town/city and the countryside.
- The children will be able to imagine what life is like in a different part of the country.
- The children will be able to articulate why different areas might suit different people best.
- The children will know a range of different map symbols and will be able to say which way is North, South, East and West.
- The children will be able to describe the types of obstacles they face and make a number of suggestions as to how they can overcome them.

Helpful Websites

Oak National Academy
 LGFL website
 BBC Bitesize

SMSC

Spiritual	Moral	Social	Cultural
-Awe and wonder at the different areas of the UK that the children were unaware of.	- What duty do we have to look after the different areas of the UK?	-Working together on the fieldtrip.	-Gaining cultural capital about what places on the landscape are called and look like. -Appreciation of the way the culture in Britain can be seen in different places (e.g. love of animals in the countryside; ice-cream and deckchairs at the seaside).

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
Choosing which place is the best to live in after listening to each side.	Freedom to choose what area you like the best.	Listening to and appreciating other people’s points of view.	What are the rules for different places? E.g. countryside code; safety at the seaside etc.

Links to Rights Respecting Schools

Article 12 (Respect for Children’s Views)
 Article 28 (Access to Education)
 Article 29 (Aims of Education)
 Article 27 (Food, Clothing, A Safe Home)
 Article 24 (Health, Water, Food, Environment)

Links to Safeguarding

- Ensuring that children handle any maps or globes with care.
- Ensure that children are safe when using safety pins and staples.

- Teacher to go through health and safety rules and risk assessment before the beginning of D&T lessons.
- Pupils may disclose information about where they are living, any concerns should be reported to the DSL.

Heritage

- Understanding human and physical features of their world in geography.
- Children celebrating differences and similarities.
- Making links to their real-life experiences, culture and religion.
- Children to be exposed to a wide range of cultural texts and experiences.
- To understand that diversity is what makes their local area unique and to be proud of where they come from.