

Big Question: How can we help to look after our environment?

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| Year: 1 | | Term: Spring 2 |
| <p>Introduction to the topic: <i>At the beginning of the half term, send a survey home asking parents why they live in East Ham, what they like best about it and what they would like to improve.</i> During the pre-learning challenge, show the children some pictures and quotes to demonstrate the concept of 'Mother Nature'. Then show the children some pictures showing the geography of the local area (human and physical examples) and ask them to list where the environment is being looked after and where it is not being looked after (e.g. birdhouse, litter, painted fence, cracked pavement, car exhaust, lichen on a tree trunk, busy roads etc.). Then ask the children to complete the pre-learning challenge. In the first geography lesson (or on the inspiration day), go on a field trip of the local area and compare and contrast areas such as Central Park and the East Ham Nature Reserve with High St South and High St North. They should also spend time in Brampton Park sketching wildlife. Also invite in a spokesperson to talk about the importance of recycling and managing waste in Newham. The children should learn about the concept of 'reduce, reuse and recycle'.</p> | | |
| English | Maths | Geography |
| <p>Writing own narratives that involve an adventure. This is child interest led and will culminate in children being authors of their own individual stories.</p> | <p style="text-align: center;">Mastering Numbers Composition of numbers from 1-20. Exploring numbers to 40. Addition and subtraction word problems. Multiplication (equal groupings, repeated addition, arrays and doubling).</p> | <p>How can we help to look after our environment? Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Looking after our environment: looking at sustainability and pollution in our local area.</p> |
| Art and Design | Design and Technology | PSHE and Citizenship |
| <p>Kapow Scheme of Work <i>Painting and Mixed Media: Colour Splash</i> Identifying primary colours and exploring how secondary colours can be mixed.</p> | <p>Kapow Scheme of Work <i>Textiles – Puppets</i> Exploring different ways to join fabric, including gluing, pinning and stapling.</p> | <p>Jigsaw Scheme of Work Healthy Me</p> |
| Science | RE | Computing |
| <p>Animals including humans – types of animals (+1 lesson seasonal changes – beginning of spring)</p> | <p style="text-align: center;">2022 Newham Agreed Syllabus Plans <i>What does it mean to belong?</i> What does it mean to belong to Hinduism/Hindu Dharmic religion?</p> | <p>NCCE Scheme of Work Data and Information Grouping Data</p> |
| PE | Music | Spanish |
| <p>Complete PE Scheme of Work Dance – The Zoo Gymnastics – Wide, Narrow, Curled</p> | <p>Peter and the Wolf by Sergei Prokofiev</p> | <p>Pets Children will learn the names of some pets and will be able to describe them using colours and sizes.</p> |

Links to the National Curriculum (what must be covered) and assessment descriptors:

English

Pupils should be taught to:

- Pupils should be taught to write sentences by:
 - saying out loud what they are going to write about;
 - compose a sentence orally before writing it;
 - sequence sentences to form short narratives;
 - re-read what they have written to check that it makes sense;
 - discuss what they have written with the teacher or other pupils;
 - join words and join clauses using and;
 - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and
 - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Maths

- Mastering numbers (conceptual and perceptual subitising, explore the use of 'midpoints' to enable them to identify the location of other numbers).
- Composition of numbers from 1-20.
- Exploring numbers to 40.
- Addition and subtraction word problems.
- Multiplication (equal groupings, repeated addition, arrays and doubling).

Geography

Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

| Working towards | Expected | Greater depth |
|---|---|--|
| I can draw a map of a real life place. | I can draw a map of a real-life place and create a key for symbols on this map. | I can draw a map of a real-life place and create a key for symbols on this map and describe a route using directional language. |

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 |
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| 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

- Using a template to create a design for a puppet.

Make

- Cutting fabric neatly with scissors.
- Using joining methods to decorate a puppet.
- Sequencing steps for construction.

Evaluate

- Reflecting on a finished product, explaining likes and dislikes.

| Working towards | Expected | Greater depth |
|---|---|---|
| I can demonstrate different ways of joining together two pieces of material (e.g. paper clips, glue, safety pins and staples). | I can describe how a joining technique connects two pieces of material together. | I can explain the advantages and disadvantages of using different joining techniques on different materials. |

PSHE and Citizenship and Emotional Literacy/Social Skills

- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- I feel good about myself when I make healthy choices.**
- I know how to make healthy lifestyle choices.
- I know how to keep myself clean and healthy, and understand how germs cause disease/illness.
- I know that all household products including medicines can be harmful if not used properly.
- I am special so I keep myself safe.**
- I understand that medicines can help me if I feel poorly and I know how to use them safely.
- I know some ways to help myself when I feel poorly.**
- I know how to keep safe when crossing the road, and about people who can help me to stay safe.
- I can recognise when I feel frightened and know who to ask for help.**
- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
- I can recognise how being healthy helps me to feel happy.**

| Working Towards | Expected | Working Towards |
|---|--|--|
| I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it. | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy. | I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful. I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy. |

Science

Animals including humans – types of animals
(+1 lesson seasonal changes – beginning of spring)

- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I can describe and compare different animals.

| Working towards | Expected | Greater depth |
|---|--|--|
| I can explain what an animal is and can name a variety of common animals including fish, birds and mammals. | I can explain what an animal is and name common animals that are carnivores, herbivores and omnivores. | I can explain what an animal is, name common animals that are carnivores, herbivores and omnivores, and describe and compare the structure of animals. |

RE

Pupils should be taught the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion

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| Working towards: I can recognise and name some of the objects that Hindus use in their worship. | Expected: I can recognise and name objects used in Hindu worship and describe how they help Hindu people to worship God. | Greater depth: I can recognise and name objects used in Hindu worship and explain how they help Hindu people to worship God. I can find similarities and differences with worship in other religions. |
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Computing

This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

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| Working towards With support, I can log on to the computer, open and save my documents and label and group objects based on their properties. | Expected I can log on to the computer, open and save my documents independently. I can label and group objects based on their properties. I have improved my ability to use dragging and dropping skills on a device. | Greater depth As before, and... I can explain why it is important to label and group objects in order to better understand the information they provide. |
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PE

Music

Peter and the Wolf composed by Sergei Prokofiev in 1936.

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| Working towards With support, I can identify the mood of a piece of music and sing in unison in a group. | Expected As before and I can recall the story of <i>Peter and the Wolf</i> . I can name the composer of <i>Peter and the Wolf</i> . | Greater depth I can identify specific instruments and the family they come from after listening to a piece of music. I can compose my own piece of music, designed to elicit a particular emotional response. |
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Spanish

To describe an animal using simple sentences.

Educational Visits and Visitors

- Visit around the local park/area – compare East Ham nature reserve with the high street.
- Recycling workshop.
- Recycling talk: <https://eastlondonwaste.gov.uk/education/>
- Educational visit to a local temple (see Places of Worship list).

Sequence of Key Skills/Objectives/Context (Key Teaching Points)

- simple fieldwork
- observational skills
- predictions
- comparing
- analysing
- finding solutions
- questioning

Key Vocabulary

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| <ul style="list-style-type: none"> • Nature • Environment • Physical • Human • Observations • birdhouse • litter | <ul style="list-style-type: none"> • painted fence • cracked pavement • car exhaust • lichen on a tree trunk • busy roads • Pollution • Recycling | <ul style="list-style-type: none"> • reduce, reuse and recycle • waste • consequences • wild life • high street • effects • sustainability |
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Additional Information

Fieldwork at KS1 and KS2 can really make a difference in children's understanding of geographical concepts, as long as it is well planned, relevant and fun. See <https://www.rgs.org/schools/resources-for-schools/primary-fieldwork>. <https://www.bbc.co.uk/bitesize/topics/zqj3n9q> - BBC videos about fieldwork.

Evidence in the books and on display:

- Photographs from a fieldtrip to the park where children have completed their surveys and maps.
- Map of the local area where children have labelled the different features using a key and symbols.
- Recount of the fieldtrip.
- Display a map of the local area and photographs.
- Display photographs from a field trip to areas of interest in the local area (e.g. Central Park, High St, East Ham Nature Reserve) and display a tally of vehicles carried out on the field trip to look at how many vehicles there are passing through East Ham in a certain amount of time.
- Display results of a survey asking the people in East Ham why they live here, what they like best about living here and what they would like to change.
- In books, the children draw their own maps of the local area, write about what they like and want to improve in the local area and create a poster or leaflet to encourage others to recycle/use their cars less etc.

Outcomes:

- The children will be able to draw simple maps of their local area.
- The children will understand the concept of Mother Nature.
- The children know what reduce, reuse and recycle mean.
- The children are able to recognise human and physical geographical features in the local area and can articulate what needs to be improved and how they can be involved with that improvement.
- The children understand how they can keep themselves healthy and safe.

Helpful Websites

Oak National Academy <https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-1>
 LGFL website https://geo.lgfl.org.uk/geo_home.html
 BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zcdqxn>
 BBC Teach <https://www.bbc.co.uk/teach/topics/ce4p3z0g02pt>

SMSC

| Spiritual | Moral | Social | Cultural |
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| -What feelings of awe and wonder does nature give us? | -What are our obligations and responsibilities towards the environment? | -Why do people enjoy having parks next to where they live? | -What sort of activities do people enjoy in the park? |

FUNDAMENTAL BRITISH VALUES

| Democracy | Individual Liberty | Tolerance and Mutual Respect | Rule of Law |
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| -Why should children have an opinion? -Why do children have the right to be heard? | -Why does everyone have the right to live in a clean environments? -Does everyone have a responsibility to keep their local area clean and tidy? | -How do people show respect for the environment? -How do we show respect for other people who are using the park? | -What are the rules in the park? -What should be the consequences for people who do not follow the rules? |

Links to Rights Respecting Schools

- Article 12 – The right to give your opinion and for adults to listen and take it seriously.
- Article 24 – Clean environment and water.
- Article 28 – The right to a good quality education.
- Article 29 – Goals of Education – education must develop every child’s talents, abilities and personality.

Links to Safeguarding

- Teacher to go through health and safety rules before the beginning of D&T lessons.
- Ensure that children are safe when using safety pins and staples.

- Geography fieldtrip – speak to the children about potential hazards (e.g. broken glass) and how to cross roads safely.

Celebrating Heritage

- 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.