

Big Question: Why do games have rules?

Year: 1		Term: Summer 2
<p>Set some home learning to complete over the half term holiday where the children interview older members of their family to find out what their favourite games were as a child (can be parents, aunts, uncles etc. as well as grandparents).</p>		
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the big question for this half term: 'Why do games have rules?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Ask them to name any games that they play and how they know what to do when they play those games. Ask what happens if someone does not follow the rules. Ask them to consider whether or not they think their grandparents played the same games as they do. At this point, share any of the learning that the children were able to do over the half-term holiday and ask them what their relatives said about what their favourite games were as a child. Display the work they have brought in on the working wall. Talk about some of the games you liked to play when you were a child too. Introduce the learning challenge question: What games did your grandparents like to play? How are they similar and different to the games we play today? Model an example on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History
<p align="center">Follow the Rules</p> <p>Non-fictional writing around the topic of sports and games</p>	<p align="center">Numbers to 100</p> <p>Consolidate addition and subtraction to 20. Time Money Volume and Capacity Mass Position and direction</p>	<p>Toys and games from the past</p> <p>Look at the games that were played in the past (Tudor, Victorian, grandparents and modern-day).</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p align="center">Kapow Scheme of Work</p> <p align="center">Sculpture and 3D</p> <p align="center">Paper Play</p>	<p align="center">Kapow Scheme of Work</p> <p align="center">Food technology: Nutrition</p> <p align="center">Making a smoothie</p>	<p align="center">Jigsaw Scheme of Work</p> <p align="center">Changing Me</p>
Science	RE	Computing
<p align="center">Plants</p> <p align="center"><i>(+1 lesson seasonal changes – beginning of summer)</i></p>	<p align="center">2022 Newham Agreed Syllabus</p> <p align="center">What does it mean to belong?</p> <p align="center">What does it mean to belong to Sikhism/Sikhi?</p>	<p align="center">NCCE Scheme of Work</p> <p align="center">Programming B</p> <p align="center">Programming Animations</p>
PE	Music	Spanish
<p align="center">Complete PE Scheme of Work</p> <p align="center">PE Coach: Ball Skills: Hands 1</p> <p align="center">Class Teacher: Attack v Defence: Games For Understanding</p>	<p align="center">Music Express</p> <p align="center">Rhythm, Pitch, Dynamics and Tempo</p>	<p align="center">Toys</p> <p align="center">Children will learn the names of some familiar toys and will learn adjectives related to shapes and sizes.</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) 		

- Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading
- Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far
- Spell the days of the week
- Using letter names to distinguish between alternative spellings of the same sound (e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play)
- Add prefixes and suffixes using the prefix un- (e.g. unhappy, undo, unload, unfair, unlock)
- Write sentences by: re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences

Working Towards	Expected Standard	Greater Depth
I can write in simple sentences to explain how a game is played.	I can write sentences to explain how a game it played. I will start my sentences with capital letters and end with a full stop.	I will write a non-chronological report to explain how a game is played. I will use conjunctions such as, and, but or because, to extended my sentences.

Maths
 Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
 Compare, describe and solve practical problems for the different types of measurements (Time, money, volume and capacity and mass).
 Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

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History
 Pupils should be taught about:

- changes within living memory (where appropriate, these should be used to reveal aspects of change in national life- e.g. entertainment and technology).
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Pieter Bruegel the Elder and LS Lowry,].

Chronological Understanding

- Put up to three objects in chronological order.
- Use words and phrases like: old, new and a long time ago.
- Tell others about things that happened when they were younger/parent was younger/grandparent was younger.

Knowledge and Interpretation

- Begin to identify the main differences between old and new objects.
- Identify objects from the past.
- Give examples of things that are different now compared to when our grandparents were young.

Historical Enquiry

- Ask and answer questions about old and new objects.
- Spot old and new things in a picture.
- Answer questions using an artefact/ photograph provided.
- Give a plausible explanation about what an object was used for in the past?

Working towards	Expected	Greater depth
I can describe similarities and differences between toys and games played in the past and toys and games played today.	I can name ways to find out about the past and describe similarities and differences between life during a time in the past and life today.	I can use a wide vocabulary of everyday historical terms when describing how to find out about the past and I can explain some of the reasons for the similarities and differences between life in the past and life today.

Art and Design

This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.

Working towards	Expected	Greater depth
I can experiment with shaping pieces of paper in different ways (bending, rolling, folding and cutting).	I can create a range of 3D shapes using paper.	I can talk about what I think about the artist Louise Bourgeois and her giant spider sculptures.

Design and Technology

Preparing foods by cutting and juicing and selecting fruits and vegetables to create a smoothie to meet a design brief.

Working towards	Expected	Greater depth
I can describe the basic characteristics of fruit and vegetables and give my opinion on which ones should be used in a smoothie.	I can give reasons for which fruit and vegetables I would add to a smoothie and I can prepare fruit and vegetables for a smoothie, with support.	I can explain in detail which fruits and vegetables are best for a smoothie (thinking about nutrition, taste and texture) and I can prepare them to add to a smoothie using a variety of preparation techniques.

PSHE and Citizenship and Emotional Literacy/Social Skills

1. I am starting to understand the life cycles of animals and humans. **I understand that changes happen as we grow and that this is OK.**
2. I can tell you some things about me that have changed and some things about me that have stayed the same. **I know that changes are OK and that sometimes they will happen whether I want them to or not.**
3. I can tell you how my body has changed since I was a baby. **I understand that growing up is natural and that everybody grows at different rates.**
4. **I can name the parts of the body that make boys and girls different. I respect my body and understand which parts are private. ***
5. I understand that every time I learn something new I change a little bit. **I enjoy learning new things.**
6. I can tell you about changes that have happened in my life. **I know some ways to cope with changes.**

***Year 1 will not be completing the whole of Lesson 4 of the Jigsaw Scheme of Work. Start with the Connect Us and Calm Me as usual, then read the book, No Means No! by Jayneen Sanders to talk about boundaries. Explain that boys and girls have different private parts – the technical words are a vulva for girls and a penis for boys. Explain that our families may have family names for these parts and that is okay. Explain that it is not appropriate to talk about our private parts in the playground etc. but if we want to ask a question, we can ask our parents or carers or ask a trusted adult at school. Parents and carers will also be encouraged to support their children in using the correct terms for the parts of the body.**

Working towards	Expected	Greater depth
I know that some parts of my body are private.	I respect my body and understand which parts are private.	I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these.

Science

I can observe and describe weather associated with the season of summer and how day length varies.

I can identify and name a variety of common plants, including garden and wild plants.

I can identify and name a variety of common trees.

I can explain the difference between deciduous and evergreen trees.

I can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.

Working towards	Expected	Greater depth
I can find and observe different plants. I know that trees are also plants. I can match a leaf with the leaf shown on a 'Spotter' sheet. With support, I can name a tree and its	I can identify plants, including trees. I can name parts of a plant. I can name some common plants, including tree, using a 'Spotter' sheet. I know whether a tree is deciduous or coniferous.	I can name some plants, including trees. I can independently link features of a tree e.g. the leaves, to the tree it belongs to. I can identify if a tree is deciduous or coniferous and can compare it to other trees in the area.

parts. I know that not all plants have green leaves and green stems.		
RE Pupils should be taught to understand the concept of belonging and then relate it to how children are given a sense of belonging in Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.		
Working towards I can list things that show why I am a good person and discuss what a person following Sikhi does to be a good person.	Expected I can recognise and name some of the things Sikh people do (and some of the objects they use) to show that they belong to their religion. I can begin to explain what the objects represent.	Greater depth As before + I can explain why the rules, ideas and objects are helpful to Sikh people and make links to the rules, ideas and objects used in other religions and worldviews.
Computing Pupils will be introduced to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs and they will also be introduced to the early stages of program design through the introduction of algorithms.		
Working towards I can choose a command for a given purpose.	Expected I can show that a series of commands can be joined together and explain the instructions I have given to my sprite.	Greater depth I can identify the effect of changing a value and create a program using my own algorithm.
PE Pupils will learn to tag, change direction to dodge and follow the rules of a game. They will practise and apply simple defensive and attacking strategies.		
Working towards I can understand that skills I need to use to be able to defend and attack.	Expected I can understand and demonstrate the transition from defence to attack.	Greater depth I can create and apply attacking and defending tactics and be successful in a competition.
Music The pupils will learn that the elements of music are all around us. They are in every part of our life, even our body! They will learn about the 4 elements of music – rhythm, pitch, dynamics and tempo.		
Working towards I can use body percussion, instrument and voices.	Expected I can play notes clearly on instruments (e.g. on a glockenspiel) and I can use musical terms when talking about music (e.g. tempo, dynamic etc.).	Greater depth I can listen and copy rhythmic and melodic patterns and rehearse, sing songs and play music from memory.
Spanish		
Working towards I can listen and recognise some vocabulary. I can repeat some vocabulary. I can Join in with some actions in songs, stories and rhymes.	Expected I can listen and recognise most of vocabulary encountered. I can recognise a familiar question and respond. I can join in with actions of songs, stories and rhymes and say some words.	Greater depth I can produce a simple sentence. I can identify rhyming words or sounds in a song or rhyme. I can say a rhyme or sing a song from memory.
Possible Educational Visits and Visitors Art gallery or tour of London sculptures Museum of Childhood		
Sequence of Key skills/objectives/context (Key teaching points) <ul style="list-style-type: none"> • Look at examples of toys that our grandparents might have played with. • Look at examples of toys that our parents used to play with. • Look at examples of toys we like to play with. • Compare how these are different and analyse how these toys have changed over time. • Which materials were used to make the toys our great-grandparents and grandparents might have played with? Which materials are used to make the toys that I play with now? 		
Key Vocabulary		

Past ago..... Modern Present..... After Then Now	Long time	yesterday, last week, when I was younger, a long time ago, a very long time ago, long before, long ago	before I was born, when my parents/carers were young, older, newer, then, same, different, after, future, in the future
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Research Links (for staff)

<https://www.bbc.co.uk/bitesize/topics/zc9s6g8> Videos on childhood through time.
<https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/z8x7m39> How have toys changed?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-changes-within-living-memory-toys/zbs2h4j> - Changes within living memory - toys

Evidence in the books and on display

- Display pictures of toys played in the Tudor times, Victorian times, in our grandparents times and now (display examples of real objects and artefacts in the classroom – they can be found in the resources cupboard and in the LRC).
- Display answers from the children’s families about the games they used to play when they were a child.
- Display examples of different toys and label them with the different materials that been used to make them. Display questions such as: Why in the past were no toys made from plastic?
- In books, the children should sort pictures of old and modern toys and write about their favourite games. Investigate great game inventions (e.g. LEGO and the video games).
- The children will be able to list ways that we know a toy is from the present:
 - It might have batteries.
 - It might light up.
 - It might be made out of plastic.
 - It might link to the internet.
 - It might be a game on a tablet.
 - It might be electronic and use electricity.

And ways we know they are from the past:

- It might be made from fabric, wood or metal.
- They were handmade and not made in a factory.
- There will be fewer examples, as there were not as many made.
- Children find out about older games and toys such as hopscotch and a thaumatrope.
- Look at parts of the painting: Children’s Games by Pieter Bruegel the Elder, painted in 1560 and discuss what similarities and differences there are to the games we play today.

As an extension or challenge:

- The children think about what games they think will be invented in the future.
- Practise writing instructions by describing how to play their favourite game.
- Practise writing a diary entry by pretending to be a visitor from the past seeing what games we play today.
- Practise writing a letter to a games company telling them what they think the next big idea for a game should be.

Outcomes

- The children will be able to use words connected with the passing of time
- They will have handled and discussed objects from past times, and asked and answered questions about them to find out about the past.
- The children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information (different toys from different decades/eras).
- The children will be able to compare time periods and make inferences from sources of information.
- They will be able to order objects correctly in chronological sequence; recognise some similarities and differences between toys now and in the past; collect information about the past by asking questions of people who were alive before they were born, and from objects and pictures.

Helpful Websites

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-changes-within-living-memory-toys/zbs2h4j>

Strategies for EAL learners and SEN

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

SMSC

Spiritual	Moral	Social	Cultural
<p>-Understanding that our older relatives were once young too and that they enjoyed playing.</p> <p>-Awe and wonder at the toys people used to play with – their inventiveness and the similarities between people in history and today.</p>	<p>-Understanding the reasons for having rules for games and also for ensuring that everyone understands the rules and agrees to play by them.</p> <p>-Thinking about the right and wrong way to act/behave when playing.</p>	<p>-Understanding how games can help people get to know each other and bond with each other.</p>	<p>-How do you show respect and tolerance when playing games?</p> <p>-Do games and the way we play differ across cultures?</p> <p>-Understanding how some people's Sikh beliefs impact on their culture.</p>

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
<p>-To decide what game we want to play, we can have a vote. Everyone has to go along with what the majority of people wanted, just like in a government election.</p> <p>-Opportunities to hold class votes where possible (e.g. class favourite game, deciding what game to play etc.).</p>	<p>-How do people decide which games to play?</p> <p>-Understanding that the right to play is a part of the UN Convention of Rights.</p> <p>-Knowing that others have a choice about whether they want to join in with your game and that they are allowed to say no if they want to.</p>	<p>-It is important to learn about and understand different religions in order to gain a better understanding of each other.</p> <p>-Respecting people's choices.</p> <p>-When we are playing games, we need to show respect in the words that we use and in our actions.</p>	<p>-Our theme for this half term is 'Follow the Rules'. It is important that we understand how rules help to keep us safe and so we should ensure we follow them.</p> <p>-What rules do you have to follow when playing a game – what can go wrong when you don't?</p> <p>-What rules do we have in our school playground?</p>

Links to Rights Respecting Schools

Article 12 – Every child has the right to express their views, feelings and wishes in all matters.

Article 29 – Education must develop every child's talents, abilities and personality.

Article 31 – Every child has the right to play.

Links to Safeguarding

- Rules that help us stay safe when playing with our friends.

Celebrating Heritage

- Understanding the similarities that people with different ages can have through the types of games they enjoyed as a child.
- Learning about games played in countries from around the world.