



nurture inspire achieve



Year 1



Spring Term



One Planet Seven



Worlds



Launch/Hook	8/1/20 – Belonging day – Family, cubs, school, mosque etc. – All children to come to school in the uniform of a group they belong to or our school uniform, creative activities – circle time, (bring in to school any medals or certificates from swimming or Martial Arts, etc.) discussions.
Explore	Charities – Fundraiser - 4 th Feb RSPCA, Green Peace, Oxfam, Water aid, David Attenborough – write to him.
Energise	12/2/20- Responsibility day – Go Green – print stickers to be awarded to children by children for acts of recycling. 20/3/20 – Community litter pick (sponsored)
Authentic Outcome	25 th March – Zoo Visit – Presentations about animals to zookeepers. 1 st April – Celebration assembly – Parents invited Year One to adopt an Orangutan – Stuffed Orangutan sent home weekly with a special book where the children describe what they have done that week to help the environment.

Core Skills		
Active Learning	Basic Skills	Creative Thinking
<ul style="list-style-type: none"> To seek out and enjoy challenges To collaborate with others To show commitment and perseverance 	<ul style="list-style-type: none"> To speak clearly and convey ideas confidently To read and communicate ideas in writing efficiently and effectively To calculate efficiently and apply skills to solve problems 	<ul style="list-style-type: none"> To ask questions to extend thinking To generate ideas and explore possibilities To overcome barriers by trying out alternatives

• Assess themselves and others	• To use new technologies confidently and purposefully	• To connect ideas and experiences in inventive ways
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Themed Skills: Explore

<ul style="list-style-type: none"> • Recognise that they can impact their environment and community • Show a commitment to justice • Recognise their roles as Global citizens 	<ul style="list-style-type: none"> • Communicate their learning in relevant ways • Show empathy
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Curriculum Content:

Science – Different types of animals and a focus on endangered animals, grouping animals, herbivores carnivores and omnivores. Naming and identify plants and their structure. Identify and labelling body parts, say which part of the body is associated with each sense. Name different materials (recycling)

Geography – Name the countries in the UK, Name the 7 continents and 5 oceans, create and use maps, have opinions, make observations and simple sketches.

Art / DT – Upcycle / recycle, Fruit kebabs and sandwiches, Van Gogh sunflowers,

Music – Music songs

ICT – Google Earth, Andy Goldworthy - Photography



Key Concepts: Belonging, Care, Responsibility, Community

Enquiry Question: How can we make the world a better place?		
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Learning Objective/s (What will the children learn?)	How (What opportunities am I going to give the children so that they can learn?)	Outcomes (What will the learning look like? How will the learning be recorded?)
Belonging To understand what it means to belong. – <ul style="list-style-type: none"> • about ways in which they belong • how belonging is expressed and made explicit • about the concept of belonging to their families Belonging day 8/1/19		

<p>Lots of the same Learning Objectives as in Responsibility, Care and Community.</p>	<p>Talk about belonging to the class, school, clubs and their families to 'unpack' the word 'belonging'. Ask the children to discuss how they show that they belong to these different groups. • Ask the children to identify a badge or uniform they wear which shows that they belong. • The children could illustrate one example of the groups they belong to, eg by drawing a badge. • Talk about belonging to a family in more detail. Ask the children to complete a pre-drawn family tree/family crest. Talk again about what they do to be part of their family. Introduce the idea that people who believe belong to a religious family. Explain that they do things together to show that they belong.</p> <p>Explore, research, contrast and compare various animals. For work on adaptation - children have the habitat pictures with animals that belong and have adapted to the habitat and an animal that would not survive. Ask the children to identify the odd one out and explain why it would not necessarily survive in that habitat - what habitat would it be best suited to? Children then explain why the other animals suit that environment.</p>	<p>To write about what they belong to • identify ways in which they show belonging • draw on their own experience to identify what is involved in belonging to a family • suggest ways in which members of a religious family might show they belong together.</p>
<p>To identify and name common animals.</p>	<p>Explore and teach about carnivores, herbivores and omnivores. RSPCA visit – 4th Feb Animal leaflet for the zoo – 25th March</p>	<p>Children to create leaflets about a variety of animals including endangered animals. Children learn which animals do not belong. Children to make posters about various endangered animals. Children to identify animals by their teeth and diets to classify. Describe the structure of common animals, including some parts of the body that are specific to animals. Say something that is the same and something that is different about two animals. Understand that animals have different diets. Sort animals into Venn Diagrams; remember the five main groups of animals and give examples for each one. Remember the words for carnivore, herbivore and omnivore and give examples for each. Generate their own questions when sorting animals into groups. sort animals into simple groups, including groups based on animal diets. Describe animal bodies using relevant vocabulary. Understand the difference between carnivores, herbivores and omnivore. Identify and classify animals by suggesting groups that they belong to. Gather and record information and use it to answer a puzzle.</p>
<p>To identify carnivores, herbivores and omnivores.</p>	<p>Teach the children where geographically the countries and cities in the UK are located.</p> <p>Explore, research and teach the children where in the world the continents and oceans are through maps, Google Earth and song.</p> <p>Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Using simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Children to recognise where the capitals, countries, continents and oceans are and accurately position in the correct locations.</p>

<p>To name countries of the UK and capital cities</p> <p>To understand there are 7 continents and 5 oceans in the world.</p> <p>To observe changes across the 4 seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies</p> <p><u>N/C Links:</u></p> <ul style="list-style-type: none"> Geography RE PSHE Art Literature 	<p>Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key</p> <p>Using 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</p> <p>Pupils will observe and talk about changes in the weather and the seasons.</p> <p>Pupils will work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>Children to name the four seasons, different types of weather, make observations about the weather, describe the weather associated with each season, collect and record simple data, make simple observations about changes across the seasons</p> <p>Name an event or occasion which happens in each season, make a more detailed comparison between two seasons</p> <p>Interpret and identify patterns in simple data and begin to suggest explanations for this</p> <ul style="list-style-type: none"> • explain seasonal changes across the four seasons • describe how day length varies across the four seasons •
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<p>Care – To understand why we need to care for ourselves and the World around us.</p>		
To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Lots of the same Learning Objectives as in Belonging, Responsibility and Community.	<p>Name the parts of the body – games, songs.</p> <p>We will learn all about our body, what different organs do and how we can keep ourselves fit and healthy. That we need lots of different food to fuel our bodies the best. We will learn which foods contain which nutrients that we need in order to consume a varied diet. We will learn that we must also drink lots of water, do plenty of exercises, get lots of sleep and breathe in oxygen.</p> <p>Self-care – diets and exercise, washing, changing clothes, brushing teeth, growing veg.</p> <p>Growing plants and Veg – Go green – what do plants need to grow</p> <p>Endangered animals – (starting with the Orangutan) where around the World and why they are endangered and what we can do to help.</p> <p>Saving water – clean water – Water aid.</p> <p>“Rang – Tan” in my bedroom – shampoo rainforest.</p>	<p>Children to name the basic parts of the body, name the senses and say which body part is associated with each sense.</p> <p>Label more parts of the human body. Use their senses to perform simple tests and describe activities that use each of the five senses.</p>
<p>Responsibility – To understand what it means to be responsible.</p>		
<p>Lots of the same Learning Objectives as in Belonging, Community, and Care.</p> <p>To understand the impact that humans have on their habitats.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>N/C Links: Geography RE PSHE Art Literature</p>	<p>General responsibilities – what are you responsible for in a school? Family? Groups? Community?</p> <p>Go green day 12/2/20</p> <p>Reduce / Recycle / Reuse.</p> <p>Planter and garden area</p> <p>Practical activities such as digging, planting, and looking after seeds and observing their growth, will lead to knowledge of parts of a plant as well as understanding that plants are living things that need water to grow.</p> <p>Children could explore a sensory area or display (a sensory garden might be set up outdoors for them to investigate). Outdoor learning will also provide children with knowledge of conservation and sustainability.</p> <p>Building on earlier experiences children should be able to carry out investigations and make predictions about the best conditions for growing seeds. As they become more sophisticated in their investigations children should be able to recognise the conditions for a fair test. The children will be taught how to identify and classify a range of flowers, plants and trees. Children to work scientifically by observing closely, using magnifying glasses, and comparing and contrasting familiar plants. Children will learn to identify plants, flowers and trees around the school and in local areas using classification keys and observational skills.</p>	<p>Children will become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem).</p> <p>Describing how they were able to identify and group them.</p> <p>Drawing diagrams showing the parts of different plants including trees.</p> <p>Children keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>

	Junk model/upcycle Pollution – Bearbrook Brook – litter in the stream Plastic in the ocean	
Community – To know we can make a difference to our local community. Community Day 20 th March		
Lots of the same Learning Objectives as in Belonging, Responsibility and Care. <u>N/C Links:</u> Geography RE PSHE Art Literature	What is a community? – As per Belonging Where do we live? - As per Belonging Likes/dislikes/opinions – questionnaire to children about the playground Litter pick around Community visitors	
Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for	We teach maths using the Power Maths scheme to teach:- Add by counting on. Find and make a number of bonds. Add by making 10. Subtraction – Not crossing 10. Subtraction – Crossing 10(1). Subtraction – Crossing 10(2). Related Facts. Compare Number Sentences. Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s. Compare lengths and heights. Measure length (1). Measure length (2). Introduce weight and mass. Measure mass. Compare mass. Introduce capacity.	The children will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	Measure capacity. Compare capacity.	
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Vocabulary

Blackout: A power failure; when the electricity goes out.

Compost: A mixture of rotten leaves, plants, or vegetables that can be used in a garden to give nutrition to growing plants.

Electricity: The power used to make things like televisions, lights, and computers work.

Green: A word used to describe someone who is kind to the Earth and protects it from harm.

Litter: To throw garbage away in places it does not belong, like on the ground or out of a car window.

Pollution: Things that make the environment dirty, like garbage, chemicals, or gases.

Recycle: to use trash to make new things.

Reduce: To use less of something, like paper or electricity.

Reuse: To use something again in a different way instead of throwing it away.