

Topic Name: Once Upon a Time...
Class and Year Groups: Lower Unit – Reception and Year One

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Identify and describe a variety of common everyday materials. Talk about the daily and seasonal weather patterns in winter. Design, make and evaluate their own traditional tale hand puppet. Talk about how to keep safe on the internet. Follow, create and consider the importance of the order of instructions. (Y1) Create and debug a set of instructions and to create an algorithm (Y1) Know how to use an aerial map to spot some key human and physical features. Name some physical/human features in Tibberton. Year One - Create their own aerial map. Catch a ball, by getting themselves in the correct position. Throw a ball/beanbag to another person accurately. 		<p>KEY FOCUS AREAS:</p> <p>Seasonal and daily weather patterns - Winter</p> <p>Science - Materials - naming and describing everyday materials</p> <p>Geography - Maps - aerial maps and creating our own maps Maps - learning about physical and human features</p> <p>DT - designing, making and evaluating our own hand puppet</p> <p>Computing - E-safety, Lego Builders and Maze Explorers</p> <p>PE - Throwing and catching</p>	
<p>TOPIC FOCUS and CONTENT:</p>			
<p>Geography – Year One:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple compass directions (North, South, East, 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. Use 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. 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. <p>Understanding the World – Reception: ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Science – Year One:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Understanding the World – Reception: ELG</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> What is it like in winter in Tibberton? What is _____ made out of? Can you describe _____? (Add a material) Why is an object made of the material it is? How can we make our own hand puppet? What do we need to make our own puppet? How do we stay safe on a computer? What is an aerial map and what is it used for? Year One - What is a human feature? Year One - What is a physical feature? How do we stand to throw/catch accurately? <p>Key Vocabulary: (Some examples – more will be covered.)</p> <p>Winter, cold, freezing, hibernation, wood, plastic, glass, metal, water, rock, waterproof, hard, soft, bendy, rough, smooth, opaque, transparent, bendy, floating, sinking, human feature, human feature, aerial view, key (maps)...</p> <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> Differentiated activities A focus on questioning to deepen understanding A wide array of opportunities to use their skills in a variety of situations Opportunities for children to 'teach' those who are struggling, in order to consolidate their own understanding. 	

<p>ENGLISH: Goldilocks and the Three Bears - Instructions for making porridge and descriptive writing. The Enormous Turnip - Retelling a story Chinese New Year Fact Files</p> <p>Year One: Key writing focus - Beginning to use full stops and capital letters. Spelling HFW correctly. Reading their work back. Handwriting - Curly C letters - g, q, s, f, e</p> <p>Reception: Key writing focus - Writing sentences. Leaving finger spaces. Spelling key 'tricky' words correctly. Handwriting - Curly C letters - g, q, s, f, e</p>	<p>MATHS: Year One: Addition and Subtraction to 20. Place value to 20.</p> <p>Reception: Recognising numbers 11-20 Addition and Subtraction to 10 (including number bonds) Place value to 5. Focusing on the numbers 6,7,8,9, and 10. One more/less than.</p>	
<p>DESIGN TECHNOLOGY – Year One: Making a hand puppet:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and templates. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting] Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Making a hand puppet: ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>PHYSICAL DEVELOPMENT – Year One: Throwing and Catching</p> <ul style="list-style-type: none"> Master basic movements including throwing and catching and begins to apply these in a range of activities. <p>PHYSICAL DEVELOPMENT – Reception: Throwing and Catching ELG</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. <p>COMPUTING – Year One:</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology. Understand what algorithms are. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <p>SMSC/PSHE/BRITISH VALUES:</p> <ul style="list-style-type: none"> Different cultures - Chinese New Year Respect - School Value <p>ENRICHMENT and VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> Vertical Drivers - Christian Values and Courageous Advocacy Walk around Tibberton Village Making and eating porridge Making pancakes at Woodland Work 	<p>MUSIC – Year One: Charanga: I Want to Play in a Band</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Charanga: Big Bear Funk ELG</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. <p>COMMUNICATION AND LANGUAGE – Reception: ELG</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

SMSC/PSHE/BRITISH VALUES – Year One:

PSHE/HRE – SCARF – Keeping Myself Safe

- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true
- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- about what keeping healthy means; different ways to keep healthy
- about how physical activity helps us to stay healthy; and ways to be physically active everyday
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- that household products (including medicines) can be harmful if not used correctly
- about the people whose job it is to help keep us safe
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- about things that people can put into their body or on their skin; how these can affect how people feel
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- how to ask for help if a friendship is making them feel unhappy
- that sometimes people may behave differently online, including by pretending to be someone they are not
- about how to respond if physical contact makes them feel uncomfortable or unsafe
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF – Keeping Myself Safe

ELG

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Show sensitivity to their own and to others' needs.

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Year One Geographer

- Teacher led enquiries, to ask and respond to simple closed questions.
- Investigate their Surroundings
- Make observations about where things are e.g. within school or local area.
- Create a simple picture map to move around the school/village;
- Recognise that it is about a place.
- Picture maps and globes
- Follow directions (Up, down, left/right, forwards/backwards)
- picture maps of imaginary places and from stories.
- own symbols on imaginary map.
- Identify seasonal and daily weather patterns in the United Kingdom - winter
- Use basic geographical vocabulary to refer to:

Key physical features, including: forest, hill, mountain, soil, valley, vegetation,.

Key human features, including: city, town, village, factory, farm, house, office.

Design Technology Targets: As a Year One Designer

- Draw on their own experience to help generate ideas
- Model their ideas in card and paper
- Develop their design ideas applying findings from their earlier research
- Make their design using appropriate techniques
- With help measure, mark out, cut and shape a range of materials
- Use tools e.g. scissors and a hole punch safely
- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- Use simple finishing techniques to improve the appearance of their product
- Evaluate their product by discussing how well it works in relation to the purpose
- Evaluate their products as they are developed, identifying strengths and possible changes they might make

Science Targets – As a Year One scientist:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- be curious and ask questions about what they notice.
- develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

Music Targets – As a Year One Musician:

- To find their singing voice and use their voices confidently.
- Follow pitch movements with their hands and use high, low and middle voices.
- Sing a melody accurately at their own pitch.
- Recognise phrase lengths and know when to breathe.
- Sing with an awareness of other performers.
- Respond physically when performing, composing and appraising music.
- Identify different sound sources.
- Identify the pulse in different pieces of music.
- Identify the pulse and join in getting faster and slower together.
- Begin to internalise and create rhythmic patterns.
- Identify long and short sounds in music
- Identify and name classroom instruments.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.

PE Targets – As a Year One child

- Drop and catch a ball after one bounce on the move.
- Move a ball using different parts of the foot.
- Throw and roll towards a target with some varying techniques.
- Kick towards a stationary target.
- Catch a beanbag and a medium-sized ball.
- Attempt to track balls and other equipment sent to them.
- Strike a stationary ball using a racket.
- Run, stop and change direction with some balance and control.
- Recognise space in relation to others.
- Begin to use simple tactics with guidance.

