

Topic Name: Ourselves and Pirates

Class and Year Groups: Lower Unit – Reception and Year One

SUCCESS CRITERIA: On the completion of this topic pupils should be able to: - Talk about the daily and seasonal weather patterns in autumn. - Name and locate different parts of the face and body. - Know which sense is linked to which part of the body. - Design, make and evaluate their own pirate treasure box. - Complete a simple program on the computer. - Talk about how to keep safe on the Internet. - Look closely at their face and (YR) paint it (Y1) use pastels to represent it. - Year One - Name and locate the four countries of the UK.		KEY FOCUS AREAS: Seasonal and daily weather patterns - autumn Science - labelling body parts and our senses Maps - Name and locate the four countries of the UK DT - Design a pirate treasure box ICT - Introduction to PurpleMash Art - YR - painting faces Y1 - pastel faces Art - pirate projects RE - YR - Why is the word God important to Christians? Y1 - Who is Jewish and how do they live?
TOPIC FOCUS and CONTENT:		
Geography – Year One: The UK - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Understanding the World – Reception: The UK 40-60months - Looks closely at similarities, differences, patterns and change. ELG - Children know about similarities and differences in relation to places. - They talk about the features of their own immediate environment.	Science – Year One: - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - identify, name, draw and label the basic parts of the human body and say which part of the body links with each sense. Understanding the World – Reception: ELG - Explore the natural world around them, making observations and drawing pictures of animals. - Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. KEY VOCABULARY: Autumn, changes, hair, leg, toes etc, senses, taste, touch, smell, hear, taste, similar, different, like, dislike, England, Northern Ireland, Scotland, Wales. United Kingdom, London, Belfast, Edinburgh, Cardiff, log in, avatar, log out, save, username, my work, notification, password, topics, tools	KEY QUESTIONS (linking to topic factsheet): - What is it like in England in the autumn? - Where is your arm? Point to your _____ - Which part of our body do we use to smell? - How did you decide on your design for your treasure box? What would you change next time? - Year One - What is the capital city of Wales? - Tell me something you know about London - Year One - Can you name the four countries of the UK?
		Opportunities for Extension - 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.

ENGLISH: The Pirates Next Door - questions and question marks, adjectives, descriptive writing The Pirate Cruncher - instructions Year One: Key writing focus - always using finger spaces, hearing all the sounds in each word we want to write, spelling phase 3 tricky words correctly. Handwriting - curly c letters - c, a, o, g, d, q, e, f, s Reception: Key writing focus - hearing and writing at least the first sound in each word we want to write, writing words, name writing, talking about what we want to write. Handwriting - curly c letters - c, a, o, g, d, q, e, f, s		MATHS: Year One: - Place value to 10 - Addition and Subtraction within 10 Reception: - Numbers to 5 - Addition and subtraction within 5
DESIGN TECHNOLOGY – Year One: Making a pirate treasure chest: - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups - Select from and use a range of tools and equipment to perform practical tasks - Evaluate their ideas and products against design criteria. Expressive arts and design – Reception: Making a pirate treasure chest: ELG - 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. - Make use of props and materials when role playing characters in narratives and stories.	PHYSICAL DEVELOPMENT – Year One: Master running, jumping and moving in different ways: - Master basic movements including running, jumping and begin to apply these in a range of activities. PHYSICAL DEVELOPMENT – Reception: Master running, jumping and moving in different ways: ELG - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Art – Year One: Making pirate linked craft: - To use a range of materials creatively to design and make products. - To use drawing to develop and share their ideas, experiences and imagination. EXPRESSIVE ARTS AND DESIGN – Reception: Making pirate linked craft: ELG - 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. - Make use of props and materials when role playing characters in narratives and stories.
Computing – Year One: Internet safety: - 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 technologies. Introduction to PurpleMash - Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Religious Education In Reception we are looking at the question: Why is the word God important to Christians? In Year One we are looking at the question: Who is Jewish and how do they live?	

Music – Year One:**Charanga – In the Groove:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Expressive arts and design – Reception:**Charanga – Me!:****ELG:**

- 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.

COMMUNICATION AND LANGUAGE – Reception:**ELG:**

- 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.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ENRICHMENT and VERTICAL DRIVERS:

- Food tasting - linked to sense of taste
- Vertical Driver - Our Place in the World and Christian Values

SMSC/PSHE/BRITISH VALUES – Reception and Year One:**PSHE/HRE - SCARF - Me and My Relationships**

- about what rules are, why they are needed, and why different rules are needed
- about different types of families including those that may be different to their own
- simple strategies to resolve arguments between friends positively
- to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private
- about how to treat themselves and others with respect; how to be polite and courteous
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about rules and age restrictions that keep us safe
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PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF - Me and My Relationships**ELG**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers

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.
- Use information books/pictures, aerial maps as sources of information.
- Recognise that it is about a place.
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Become familiar with the uses of picture maps and globes

Science Targets – As a Year One Scientist

- use observations to compare and contrast animals at first hand or through videos and photographs
- make tables and charts about the weather; and make displays of what happens in the world around them, including day length, as the seasons change.

Design Technology Targets: As a Year One Designer

Developing, planning and communicating ideas. Draw on their own experience to help generate ideas

- Model their ideas in card and paper

Working with tools, equipment, materials and components to make quality products (inc food)

- 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

Evaluating processes and products

- 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

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 songs expressively.
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- Identify different sound sources.
- Identify the pulse in different pieces of music.
- Perform a rhythm to a given pulse.
- Identify the pulse and join in getting faster and slower together.
- Accompany a chant or song by clapping or playing the pulse or rhythm.
- Identify and name classroom instruments.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.

Art and Design Targets: As a Year One Artist

Exploring and developing ideas (ONGOING)

- developing ideas (ONGOING)
- Record and explore ideas from first-hand observation, experience and imagination.

Evaluating and developing work (ONGOING)

- Identify what they might change in their current work or develop in their future work.

Drawing

- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- Use a sketchbook to gather and collect artwork.
- Begin to explore the use of line, shape and colour

Textiles/collage

- Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing
- Use correct terms to describe textiles and tools
- Create images from imagination, experience or observation.
- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc

Breadth of study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

PE Targets – As a Year One child

- Attempt to run at different speeds showing an awareness of technique.
- Run at the appropriate speed over longer distances or for longer periods of time.
- Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- Begin to link running and jumping movements with some control.
- Jump, leap and hop and choosing which allows them to jump the furthest.
- Link running, jumping and hopping actions with greater control and co-ordination.
- Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.