

Topic Name: After Dark
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"> • Talk about the season of autumn/winter • Identify and name common animals - fish, mammals, birds, reptiles and amphibians • Identify where the equator is on a world map • Explain where is hot and where is cold on a world map • Discuss some similarities and differences between the UK and Ottawa • Join two pieces of clay • Create their own clay animal • Use textiles to achieve a planned outcome • Show a variety of balances in PE 	<p>KEY FOCUS AREAS:</p> <p>Seasonal and daily weather patterns - autumn/winter</p> <p>Science - Identify, name and describe common animals.</p> <p>Geography - Identify seasonal weather patterns in the UK - Find out where in the world is hot/cold. Where is the equator? - Comparing the UK to Ottawa.</p> <p>Art - Clay - Making sculptures - Textiles - Linked to Christmas cards and calendars</p> <p>PE - Gym - Balances and sequences</p> <p>Computing - Grouping and Sorting / Pictograms</p>	
TOPIC FOCUS and CONTENT:		
<p>Geography – Year One:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. • 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. <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. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Science – Year One:</p> <p>Animals:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) <p>Understanding the World – Reception:</p> <p>Animals: ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals. <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>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> • What is it like in England in the autumn? • Can you sort the animals into their groups? • What do all birds have in common? • Where in the world is it hot/cold? • Tell me a difference between Tibberton and Ottawa. • How do we join two pieces of clay together successfully? • What is the weather like near the equator? <p>KEY VOCABULARY:</p> <p>Autumn, leaves, cold, wet, birds, fish, amphibians, reptiles, mammals, grouping, classifying, equator, Ottawa, map, North, South, East, West, hot, cold, clay, joining, sculpture.</p>

Art and Design:

Making a clay sculpture:

- To use a range of materials creatively to design and make products.
- To use sculpture to develop and share their ideas, experiences and imagination.

Expressive arts and design – Reception:

Making a clay sculpture:

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.

ENRICHMENT and VERTICAL**DRIVERS:**

- Vertical Driver -
- Staying Safe
- The Environment

PHYSICAL DEVELOPMENT – Year One:**Gym:**

- Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

PHYSICAL DEVELOPMENT – Reception:**Gym:****ELG**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

Music – Year One:**Charanga: Rhythm in the way we walk**

- 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: Our World****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.

ENGLISH:

Owl Babies - Retelling the story and thinking about the characters feelings

Creating our own class non-fiction booklets about owls

Year One:

Key writing focus - writing full sentences independently and with finger spaces, reading their writing back to check it makes sense, reading their writing aloud to the class, continuing to spell phase 3 and 4 tricky words.

Handwriting - curly c letters - c, a, o, d

Reception:

Key writing focus - name writing, beginning to write CVC words more independently, spelling phase 2 tricky words, writing in all areas of the classroom

Handwriting - curly c letters - c, a, o, d

MATHS:**Year One:**

- Place value to 20
- Addition and Subtraction to 10
- Shape

Reception:

- Numbers to 10
- Comparing numbers
- Addition and subtraction to 5
- Shape
- Exploring patterns

COMMUNICATION AND LANGUAGE – Reception:

ELG:

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

SMSC/PSHE/BRITISH VALUES – Reception and Year One:

PSHE/HRE - SCARF - Valuing Difference

- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- about rules and age restrictions that keep us safe
- about the different groups they belong to
- to recognise the ways they are the same as, and different to, other people
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF - Valuing Difference

ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Year One Geographer

Geographical Enquiry:

- Teacher led enquiries, to ask and respond to simple closed questions.
- Use information books/pictures, aerial maps as sources of information.
- Make observations about where things are e.g. within school or local area.

Place Knowledge:

- 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

Geographical Skill and Fieldwork:

- relative vocabulary (e.g. bigger/smaller, like/dislike)
- Look down on objects eg use an aerial photo to make a plan view map.

Human and Physical:

- Identify seasonal and daily weather patterns in the United Kingdom.

Art and Design Targets: As a Year One Artist

Textiles/collage

- Use a variety of techniques, e.g. weaving, 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.

3 D form

- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
- Explore sculpture with a range of malleable media, especially clay.
- Experiment with, construct and join recycled, natural and man-made materials.
- Explore shape and form

Breadth of study

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

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
- identify and classify
- use their observations and ideas to suggest answers to questions
- they should be encouraged to be curious and ask questions about what they notice
- they should be helped to 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.
- they should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways

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.

PE Targets – As a Year One child

- Perform balances making their body tense, stretched and curled.
- Take body weight on hands for short periods of time.
- Demonstrate poses and movements that challenge their flexibility.
- Remember, repeat and link simple actions together.