

**Topic Name: Our Environment**  
**Class and Year Groups: Lower Unit – Reception and Year One**

<p><b>SUCCESS CRITERIA:</b>  <b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about the season of spring.</li> <li>• Identify and name wild and garden plants.</li> <li>• Talk about the difference between deciduous and evergreen trees.</li> <li>• Label the basic structure of a flowering plant and a tree.</li> <li>• Use aerial maps to spot features of Tibberton.</li> <li>• Create their own aerial map of Tibberton. (Y1 - use a key)</li> <li>• Discuss some of the changes that have happened in Tibberton over the last 50 years.</li> <li>• Design, make and evaluate a piece of playground equipment for a Lego figure.</li> <li>• Take part in defending and attacking games.</li> <li>• Code using PurpleMash.</li> </ul>	<p><b>KEY FOCUS AREAS:</b></p> <p>Seasonal and daily weather patterns - summer</p> <p>Science - Identify and name common wild and garden plants, including deciduous and evergreen trees          - Identify and describe the basic structure of common flowering plants, including trees/</p> <p>Geography - Use aerial maps of our school to spot features and make our own maps          -Spot human and physical features in our village          -Use simple compass directions</p> <p>History - Changes within living memory changes to Tibberton</p> <p>DT- Explore materials. Design, make and evaluate a piece of playground equipment for a Lego figure.</p> <p>PE - Team games - defending and attacking</p> <p>Computing - Coding</p>	
<b>TOPIC FOCUS and CONTENT:</b>		<b>KEY QUESTIONS:</b>
<p><b>Geography – Year One:</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, soil, valley, vegetation.</li> <li>• Use simple compass directions (North, South, East, West)</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Understanding the World – Reception:</b> ELG</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>	<p><b>Science – Year One:</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Understanding the World – Reception:</b> ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• What is it like in England in the summer?</li> <li>• Can you label the parts of this flower?</li> <li>• Why does a plant need _____?</li> <li>• What do you think this is on the aerial map?</li> <li>• (Y1 - what colour is the water on your key?)</li> <li>• What has changed in Tibberton?</li> </ul>
		<b>KEY VOCABULARY:</b>
		Physical/human features, hill, valley, shop etc, north, south, east, west, evergreen, deciduous, roots, leaves, stem, trunk, daisy, poppy etc.
		<b>Opportunities for Extension</b>
		<ul style="list-style-type: none"> <li>• Differentiated activities</li> <li>• A focus on questioning to deepen understanding</li> <li>• Moving to more independent working.</li> <li>• Using a variety of maps, rather than imaginary ones.</li> <li>• Encouraging the use of 'Swiggle' search engine to extend understanding.</li> </ul>

**ENGLISH:**

Writing a recount of our village walk.

Writing instructions - How to plant a seed.

Creating our own book about seasons - The Tiny Seed

Year One:

Key writing focus - writing paragraphs with full stops, capital letters and finger spaces, confidently spelling phase 3 and 4 tricky words, using exclamation marks, checking back through our work, using interesting words, spelling the days of the week.

Handwriting - robot letter (h, k, p ) and zigzag letters (v, w, x, z) and sitting our letters correctly on the line.

Reception:

Key writing focus - independently writing sentences, writing for a variety of purposes, spelling phase 2 and 3 tricky words, reading our work back to make sure it makes sense, always using finger spaces.

Handwriting - robot letter (h, k, p ) and zigzag letters (v, w, x, z)

**MATHS:**

Year One:

- Multiplication and division (2, 5 and 10)
- Fractions
- Position and direction

Reception:

- Doubling and halving
- Number - 11 to 20
- Position and direction

**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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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

PSHE/HRE - SCARF - 'Being my Best'

- about foods that support good health and the risks of eating too much sugar
- simple hygiene routines that can stop germs from spreading
- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to manage when finding things difficult
- simple strategies to resolve arguments between friends positively
- 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
- how to listen to other people and play and work cooperatively

**PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: PSHE/HRE - SCARF - 'Being my Best'**

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
- 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.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;

**VERTICLE DRIVERS and****Opportunities for enrichment:**

- Vertical Driver - The environment / our place in the world
- Walk around the village.
- Visit from a member of Tibberton community.

**COMPUTING – Year One:****PurpleMash – Coding**

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

**Music – Year One:****Charanga:**

- 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:****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.

**PHYSICAL DEVELOPMENT – Year One:****Defending and Attacking Games**

- Participate in team games, developing simple tactics for attacking and defending.

**PHYSICAL DEVELOPMENT – Reception:****Defending and Attacking Games****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.

**Design Technology – Year One:****Making a slide/swing etc for a Lego character:**

- Design purposeful, functional, products for other users based on design criteria.
- Select from and use a wide variety of materials and components, including construction materials, according to their characteristics.
- Explore and evaluate a range of existing products.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

**PHYSICAL DEVELOPMENT – Reception:****Making a slide/swing etc for a Lego character:****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.

## ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

### Geography Targets – As a Year One Geographer

#### Geographical Enquiry:

- Use information books/pictures, aerial maps as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. within school or local area.

#### Place Knowledge:

- Use a simple picture map to move around the school;
- Recognise that it is about a place.
- Become familiar with the uses of picture maps and globes

#### Geographical Skill and Fieldwork:

- Follow directions (Up, down, left/right, forwards/backwards)
- picture maps of imaginary places and from stories.
- Create own symbols on imaginary map.
- 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.
- 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.

### PE Targets – As a Year One child

- Follow instructions.
- Begin to work with a partner and a small group.
- Understand the rules of the game and suggest ideas to solve simple tasks
- Run, stop and change direction with some balance and control.
- Recognise space in relation to others.
- Begin to use simple tactics with guidance

### Design Technology Targets: As a Year One Designer

#### Developing, planning and communicating ideas.

- Draw on their own experience to help generate ideas
- Suggest ideas and explain what they are going to do identify a target group for what they intend to design and make
- Model their ideas in card and paper
- Research familiar products via disassembling, comparing and evaluating.

#### 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

#### 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
- Evaluate their product by asking questions about what they have made and how they have gone about it

### 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
- gather and record data to help in answering questions
- Enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them
- They should be encouraged to be curious and ask questions about what they notice.
- 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 a sense of awareness of pulse and control of rhythm.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- 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.
- To explore different sound sources.
- Identify and name classroom instruments.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.

