

**Topic Name: Water, Winter and Ice...**  
**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 winter.</li> <li>• Name, identify and compare everyday materials.</li> <li>• Explain the conditions needed for water to turn to ice.</li> <li>• Explain the conditions needed for ice to turn to water.</li> <li>• Confidently predict when an object will float or sink.</li> <li>• Locate the equator, north pole and south pole on a map.</li> <li>• Recall some difference and similarities between Worcester and Ottawa.</li> <li>• Produce a picture that moves in a number of ways.</li> <li>• Become more accurate when throwing and catching.</li> </ul>	<p><b>KEY FOCUS AREAS:</b>  Seasonal and daily weather patterns - winter</p> <p>Science - naming, identifying, and comparing everyday materials  - exploring melting and freezing, floating and sinking</p> <p>Geography - Where is it hot/cold in the UK? Learning about Ottawa.</p> <p>DT - Making a moving picture</p> <p>ICT - Using a child friendly search engine to research our class topics</p> <p>ICT - E-safety - Lee and Kim                      Lego Builders                      Maze Explorers</p> <p>PE - Ball skills</p>			
<p><b>TOPIC FOCUS and CONTENT:</b></p>		<p><b>KEY QUESTIONS (linking to topic factsheet):</b></p>		
<p><b>Geography – Year One:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</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>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</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>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</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 winter?</li> <li>• What clothes might you need to wear in winter?</li> <li>• What is the name of this material?</li> <li>• What are some of the properties of this material?</li> <li>• How can we find out if this material is waterproof?</li> <li>• Do you think this object will float or sink?</li> <li>• How can we make your picture move?</li> <li>• What will you change next time?</li> <li>• What did you find out on the Internet?</li> <li>• Where is the equator/north pole/south pole? What is it like there?</li> <li>• What is the weather like in Ottawa?</li> </ul> <table border="1" data-bbox="1568 1276 2150 1538" style="width: 100%; background-color: #d0e0f0;"> <tr> <td style="text-align: center;"><b>Opportunities for Extension</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Differentiated activities</li> <li>• A focus on questioning to deepen understanding</li> <li>• Challenges in continuous provision</li> <li>• Challenges set in lessons</li> <li>• Challenges set for homework</li> </ul> </td> </tr> </table>	<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>• Challenges in continuous provision</li> <li>• Challenges set in lessons</li> <li>• Challenges set for homework</li> </ul>
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<p><b>ENGLISH:</b> Retelling a story - 'One Snowy Night' and writing a character description. Poetry - acrostic and raindrop poems Instructions - How to make your own ice!</p> <p><u>Year One:</u> Key writing focus - writing full sentences that are beginning to be punctuated with full stops and capital letters, reading their writing back to check it makes sense, continuing to spell phase 3 and 4 tricky words. Handwriting - curly caterpillar letters - g, q, s, f, e - also forming ladder letters correctly in their work.</p> <p><u>Reception:</u> Key writing focus - beginning to write simple sentences more independently, using finger spaces, spelling phase 2 and 3 tricky words, writing in all areas of the classroom Handwriting - curly caterpillar letters - g, q, s, f, e,</p>	<p><b>MATHS:</b> Year One:</p> <ul style="list-style-type: none"> <li>• Addition and Subtraction within 20</li> <li>• Place Value within 50</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>• Addition and Subtraction within 10</li> <li>• Place value 6-10</li> </ul>	
<p><b>COMMUNICATION AND LANGUAGE – Reception:</b> ELG</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p><b>Music – Year One:</b> <b>Charanga – Hey You (1)</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Expressive arts and design – Reception:</b> <b>Charanga – Our World</b> 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.</p>	<p><b>Key Vocabulary: (Some examples – more will be covered.)</b></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), moving, Ottawa, Canada, equator, North pole, South pole, ...</p>
<p><b>ENRICHMENT and VERTICAL DRIVERS:</b></p> <ul style="list-style-type: none"> <li>• Vertical Driver - Staying safe during winter.</li> <li>• Vertical Driver - Our place in the World - comparing Worcester to Ottawa.</li> </ul>	<p><b>ICT/COMPUTING – Year One:</b> <b>Lego Builders and Maze Explorers and Internet Safety Day</b></p> <ul style="list-style-type: none"> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• 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.</li> </ul>	

## **Design Technology – Year One:**

### **Making a moving picture:**

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Select from and use a range of tools and equipment to perform practical tasks
- Evaluate their ideas and products against design criteria.
- Explore and evaluate a range of existing products.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## **EXPRESSIVE ARTS AND DESIGN – Reception:**

### **Making a moving picture:**

#### **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.

## **PHYSICAL DEVELOPMENT – Year One:**

### **Ball Skills**

- Master basic movements, as well as developing co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

## **PHYSICAL DEVELOPMENT – Reception:**

### **Ball Skills**

#### **ELG**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **SMSC/PSHE/BRITISH VALUES – Reception and 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**

- 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.
- 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.

## 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.

#### 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.

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

#### Developing, planning and communicating ideas:

- Draw on their own experience to help generate ideas
- Develop their design ideas applying findings from their earlier research
- 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
- 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
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering 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, noticing patterns, grouping and classifying things, carrying out simple comparative tests.
- 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 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.