

## Topic Name: Heroes

### 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 autumn.</li> <li>• Create their own PicCollage poster.</li> <li>• Use a Pictogram to organise data</li> <li>• Know who we consider a hero in our own lives.</li> <li>• Talk about the lives of Florence Nightingale and Mary Seacole.</li> <li>• Compare hospitals now to hospitals in the past.</li> <li>• Year One - compare and contrast the lives of FN and MS.</li> <li>• Print using their bodies and by making their own printing block.</li> <li>• Create and perform a simple dance.</li> </ul>	<p><b>KEY FOCUS AREAS:</b></p> <p>Seasonal and daily weather patterns - autumn</p> <p>History - Florence Nightingale and Mary Seacole</p> <p>ICT - Pictograms and Sorting and Grouping</p> <p>PE - Dance</p> <p>Art - Printing</p>	<p><b>KEY QUESTIONS (linking to topic factsheet):</b></p> <ul style="list-style-type: none"> <li>• What is it like in England in the autumn?</li> <li>• What clothes might you need to wear in autumn?</li> <li>• Explain how you can stay safe on the internet.</li> <li>• Who do you think of as a hero?</li> <li>• Tell me one fact about Florence Nightingale/Mary Seacole.</li> <li>• What were hospitals like when FN arrived?</li> <li>• What changes did FN make to help the soldiers?</li> <li>• Why did FN need to make changes to the hospitals?</li> <li>• How did you create your dance?</li> <li>• Describe some of the different ways you have printed this term.</li> </ul>
<p><b>TOPIC FOCUS and CONTENT:</b></p>		<p><b>KEY VOCABULARY:</b></p> <p>Autumn, leaves, past, present, future, Florence Nightingale, Mary Seacole, nurse, war, soldiers, dirty, hygiene, same, different, printing, pictogram, data, collect, sort, criteria.</p>
<p><b>History – Year One:</b>  <b>Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• Learn about events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</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> </ul>	<p><b>Understanding the World – Reception:</b>  <b>Florence Nightingale and Mary Seacole</b>                  ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encounters in books read in class and storytelling.</li> </ul>
<p><b>Understanding the World – Reception:</b>  <b>Florence Nightingale and Mary Seacole</b>                  ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>		<p><b>Opportunities for Extension</b></p>
<p><b>Understanding the World – Reception:</b>  <b>Florence Nightingale and Mary Seacole</b>                  ELG</p> <ul style="list-style-type: none"> <li>• Differentiated activities</li> <li>• A focus on questioning to deepen understanding</li> <li>• The opportunity to explore similarities and differences between FN and MS</li> <li>• Activities provided in provision to help chl find out about hospitals in the past independently</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.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>

<p><b>ENGLISH:</b>          Non-fiction writing - facts about Florence Nightingale - posters.          Supertato - speech bubbles, lists, changing part of a story.          Christmas Story</p> <p><u>Year One:</u>          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, g, d, q, e, f, s</p> <p><u>Reception:</u>          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, g, d, q, e, f, s</p>		<p><b>MATHS:</b>          Year One:</p> <ul style="list-style-type: none"> <li>• Place value to 20</li> <li>• Addition and Subtraction to 10</li> <li>• Shape</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>• Numbers to 10</li> <li>• Comparing numbers</li> <li>• Addition and subtraction to 5</li> <li>• Shape</li> <li>• Exploring patterns</li> </ul>
<p><b>COMMUNICATION AND LANGUAGE</b>          – Reception:  <b>ELG</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>PHYSICAL DEVELOPMENT – Year One:</b>  <b>Dance</b></p> <ul style="list-style-type: none"> <li>• Master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b>PHYSICAL DEVELOPMENT – Reception:</b>  <b>Dance</b>  <b>ELG</b></p> <ul style="list-style-type: none"> <li>• Negotiate space safely.</li> <li>• Move energetically when dancing.</li> </ul>	<p><b>Music – Year One:</b>  <b>Charanga and Christmas Production</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 and Christmas Production</b>  <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>ENRICHMENT and VERTICAL DRIVERS:</b></p> <ul style="list-style-type: none"> <li>• Vertical Driver - Courageous advocacy</li> <li>• Vertical Driver - Celebration of Diversity</li> </ul>	<p><b>Art and Design:</b>  <b>Printing</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To develop a wide range of art and design techniques.</li> </ul> <p><b>Expressive arts and design – Reception:</b>  <b>Printing</b>  <b>ELG</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b>ICT/COMPUTING – Year One:</b>  <b>Pictograms and Sorting and Grouping:</b></p> <ul style="list-style-type: none"> <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 purposefully to create and manipulate digital content.</li> </ul>

## **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

### **History Targets: As a Year One Historian**

- Sequence events in their life Sequence 3 or 4 artefacts/pictures from distinctly different periods of time
- Match artefacts to specific time periods
- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past
- Listen to adults talking about the past and ask questions
- Think of different ways we can find out about the past.
- Find answers to simple questions about the past from sources of information e.g. artefacts

### **Science Targets – As a Year One Scientist**

- 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.

### **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**

#### **Printing**

- Make marks in print with a variety of objects, eg stamps, potato prints
- Make rubbings.
- Recognise and build a repeating pattern

#### **Breadth of study**

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

#### **Exploring and developing ideas:**

- developing ideas (ONGOING)
- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work, and develop

### **PE Targets – As a Year One child**

- Copy, remember and repeat actions.
- Choose actions for an idea.
- Use changes of direction, speed and levels with guidance.
- Show some sense of dynamic and expressive qualities.
- Begin to use counts.

