

Topic Name: Once Upon a Time...Houses and Homes
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"> Identify, describe and compare a variety of common everyday materials. Complete a simple experiment to find out which materials are waterproof. Talk about the daily and seasonal weather patterns in spring. Recognise that houses have changed over time. Describe some similarities and differences between houses now and houses in the past. Use line, colour, pattern and shape to create their own sketches. Talk about the artists Hundertwasser and Jean Dufy. Create our own piece of art in the style of Hundertwasser. Use digital cameras and iPads to take photos. Use photos and animation to tell/retell a story. Move in time to music Create our own simple dance routine. 		<p>KEY FOCUS AREAS: Seasonal and daily weather patterns - Spring</p> <p>Science - Materials - naming, describing and comparing everyday materials -completing simple experiments - waterproof</p> <p>History - comparing houses as we know them and houses in the past</p> <p>Art - Drawing buildings using our growing skills in colour, pattern, line and shape. -Learning about the artists Hundertwasser and Jean Dufy -Creating our own paintings in the style of Hundertwasser</p> <p>Computing - Using photos and animation to share/retell a story</p> <p>PE - Moving in time to music and creating our own simple dance routine.</p>	
TOPIC FOCUS and CONTENT:			
<p>History – Year One:</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people, places in their own locality 	<p>Science – Year One:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> What is it like in spring in Tibberton? What is _____ made out of? Can you describe _____? (Add a material) How are these materials the same/different? Which materials is best to keep us dry? In what way have houses changed? What are houses made of? Why? What did houses used to be made of? Why? How do we use a camera/iPad to take a photo? What do you know about Jean Dufy/Hundertwasser? 	
<p>KEY VOCABULARY: (Some examples – more will be covered.)</p> <p>Spring, buds, wood, plastic, glass, metal, water, rock, waterproof, hard, soft, bendy, rough, smooth, opaque, transparent, bendy, old, new, past, present, future, Celtic, Saxon, Tudor, Georgian, Victorian...</p>			
Opportunities for Extension			
<p>Understanding the World – Reception: ELG</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<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. 	<ul style="list-style-type: none"> Differentiated activities A focus on questioning to deepen understanding The opportunity to explore a wider range of houses from the past The chance to take more responsibility in setting up their own experiments. 	

<p>ENGLISH: Jack and the Beanstalk - Creating our own story The Three Little Pigs - Retelling the story and making up our own story. The True Story of the Three Little Pigs - Alternative version of a story - letter writing Recount writing of our class trip.</p> <p>Year One: Key writing focus - Continuing to use full stops and capital letters. Reading our work back to make sure it makes sense. Handwriting - One-Armed Robot Letters (r, n, m, b)</p> <p>Reception: Key writing focus - Independent writing. Writing for different purposes. Spelling words using their growing phonics knowledge. Handwriting - One-Armed Robot Letters (r, n, m, b)</p>	<p>MATHS: Year One: Place Value to 50 Measurement - length and height Forming numbers correctly</p> <p>Reception: Place value to 10 Measurement - length and height Forming numbers correctly</p>	
<p>ART – Year One: Learning about Hundertwasser and Jean Dufy – creating our own picture:</p> <ul style="list-style-type: none"> • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Learning about Hundertwasser and Jean Dufy – creating our own picture: ELG</p> <ul style="list-style-type: none"> • 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. 	<p>MUSIC – Year One: Charanga: Zoo Time</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Charanga: Your Imagination ELG</p> <ul style="list-style-type: none"> • 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>ICT/COMPUTING – Year One:</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>PHYSICAL DEVELOPMENT – Year One: Dance</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. <p>PHYSICAL DEVELOPMENT – Reception: Dance ELG</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. <p>GEOGRAPHY – Year One:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. <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.

COMMUNICATION AND LANGUAGE – Reception:**ELG**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ENRICHMENT and VERTICAL DRIVERS:

- Vertical Driver – Our Place in the World and Celebration of Diversity.
- Trip to Avoncroft
- World Book Day

SMSC/PSHE/BRITISH VALUES – Year One:**PSHE/HRE – SCARF – Rights and Responsibilities:**

- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how people and other living things have different needs; about the responsibilities of caring for them
- about things they can do to help look after their environment
- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- that money needs to be looked after; different ways of doing this

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF – Rights and Responsibilities:**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.
- 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;
- Show sensitivity to their own and to others' needs.

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets – As a Year One Historian	Geography Targets – As a Year One Geographer	Art and Design Targets: As a Year One Artist
<ul style="list-style-type: none"> • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages • Recognise the difference between past and present in their own and others lives • Use stories to encourage children to distinguish between fact and fiction • Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom - Spring <hr/> <p><u>PE Targets – As a Year One child</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 their ideas. • Introduced to key works of significant artists, craftspeople or designers. • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • 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 • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
<p><u>Science Targets – As a Year One scientist:</u></p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • be curious and ask questions about what they notice. • 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. 	<p><u>Music Targets – As a Year One Musician:</u></p> <ul style="list-style-type: none"> • 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. 	