

Topic Name: Journeys

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 life of George Stephenson and explain why his life was significant. • Talk about the life of Amelia Earhart and explain why her life was significant. • Discuss the changes that happen in Summer. • Talk about how they have designed and made their own strong bridge. • Use the vegetables we have grown to make some soup. • To learn how ICT is used outside of school. 	<p>KEY FOCUS AREAS:</p> <p>Seasonal and daily weather patterns - Summer</p> <p>History - the life and achievements of George Stephenson and Amelia Earhart.</p> <p>DT - Designing, making and evaluation our own bridge.</p> <p>Computing - Using ICT outside of school</p> <p>PE - Athletics and Sports Day Practise</p>	
<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		
<p>History – Year One: George Stephenson and Amelia Earhart</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. • The lives of significant individuals in the past who have contributed to national and international achievements. <p>Understanding the World – Reception: George Stephenson and Amelia Earhart</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Science – Year One:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Understanding the World – Reception:</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. <p>Key Vocabulary: (some examples, we will cover more)</p> <p>Past, present, future, autumn, spring, summer, winter, seasons, George Stephenson, Amelia Earhart, transport, strong, design, evaluate...</p>	<p>KEY QUESTIONS (linking to topic factsheet):</p> <ul style="list-style-type: none"> • What is it like in summer in Tibberton? • Who was George Stephenson and why was his life significant? • Who was Amelia Earhart and why was her life significant? • What does a 'normal' day in summer look like in the UK - linked to weather. • How can you make a bridge stronger? • What different modes of transport can you think of? • Which mode of transport is not that useful to travel across water?
		<p>Opportunities for Extension</p>
		<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: Mrs Armitage on Wheels – Retelling the story and adding an alternative ending. Non-fiction booklets – Making our own non-fiction booklet about transport. Fact posters about George Stephenson and Amelia Earhart.</p> <p>Year One: Key writing focus – Confidently using full stops and capital letters. Using our key spellings correctly in our work. Using interesting word choices. Handwriting – Zig Zag Letters (x, v, w, z) and recapping curly caterpillar letters.</p> <p>Reception: Key writing focus – Writing short paragraphs independently. Spelling more HFW correctly. Reading their work to check it makes sense. Beginning to use capital letters and full stops. Handwriting – Zig Zag Letters (x, v, w, z) and recapping curly caterpillar letters.</p>	<p>MATHS: Year One: Position and direction Place value to 100 Money Time</p> <p>Reception: Position and direction Place value to 20 Money Time</p>	
<p>Design Technology – Year One: Designing and making a bridge:</p> <ul style="list-style-type: none"> • 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. • Evaluate their ideas and products against design criteria. • Build structures, exploring how they can be made stronger, stiffer and more stable. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Designing and making a bridge:</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>PHYSICAL DEVELOPMENT – Year One: Outdoor Games and Sports Day</p> <ul style="list-style-type: none"> • Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>PHYSICAL DEVELOPMENT – Reception: Outdoor Games and Sports Day</p> <ul style="list-style-type: none"> • 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. 	<p>MUSIC – Year One: Charanga: Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Charanga: Reflect, Rewind and Replay</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>COMMUNICATION AND LANGUAGE – Reception:</p> <ul style="list-style-type: none"> • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>COMPUTING – Year One: PurpleMash – Technology Outside of School</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. 	<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:</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.
	<p>ENRICHMENT and VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> • Vertical Driver - Our place in the World and staying safe • Making soup from our home grown vegetables. • Science and healthy living week 	

SMSC/PSHE/BRITISH VALUES:

PSHE/HRE - SCARF - *Growing and Changing*

- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about growing and changing from young to old and how people's needs change
- to identify the people who love and care for them and what they do to help them feel cared for
- to identify common features of family life
- 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
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- how to respond safely to adults they don't know
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- 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:

PSHE/HRE - SCARF - *Growing and Changing*

- 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.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

History Targets – As a Year One Historian	Geography Targets – As a Year One Geographer	Design Technology Targets: As a Year One Designer
<ul style="list-style-type: none"> • They know and recount episodes from stories about the past. • Compare adults talking about the past - how reliable are their memories? • 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 • Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) • Communicate their knowledge through discussions, drawing, pictures and role play. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom - Spring <hr/> <p>PE Targets – As a Year One child</p> <ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Run at the appropriate speed over longer distances or for longer periods of time. • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Link running, jumping and hopping actions with greater control and co-ordination. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Evaluate their product by asking questions about what they have made and how they have gone about it • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing and templates. • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria.
<p>Science Targets – As a Year One scientist:</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>Music Targets – As a Year One Musician:</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. • 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). • Recognise phrase lengths and know when to breathe. • Sing with an awareness of other performers. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. • 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. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. • Identify long and short sounds in music • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. 	