

Year One 'Explore' Spring 2022

| TITLE | | There's No Place Like Home | |
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| CONCEPTS | Friendship, Creativity, Equality, Wealth | KEY QUESTION | Do we all have a place where we feel safe? |
| GROUNDING TEXTS | That Pesky Rat, Sharing a Shell, Little mouse and the red wall, A Squash and a squeeze, Homes around the world, Katie Morag and the Two Grandmothers, Town and Country Mouse, Billy's Sunflower, Plants we can eat | PROJECT FOCUS | To plan and then create their own sculpture of a significant building or structure in Liverpool. Their sculptures will then be placed in a year group exhibition. |
| WRITING ACROSS THE CURRICULUM | | CROSS CURRICULAR CONTENT | |
| <ul style="list-style-type: none"> • Facts about Senses • Facts about humans • Label and caption writing to match pictures • List writing • Descriptive writing - plants • Facts about homes around the world. • Questions about homes from the past • Instructions about how to make fruit kebabs. • Retelling stories | | <p>History - Houses through time. Place houses on a timeline - what did houses used to look like - compare with homes today and focus on specific rooms: Kitchen, bathroom, living room and discuss the contents of each room then and now.</p> <p>Focus on significant historical events in our own locality by finding out about 'Kitty Wilkinson' and how her actions changed how people look after their personal hygiene.</p> <p>Geography - Homes around the world - looking at how different homes are built to suit the weather conditions and environments in different countries.</p> <p>Continue to learn about the UK - countries, capital cities and seas/oceans.</p> <p>Art - Sculpture - look at sculpture in our city and the different artists that have created the sculptures. Plan and then create own sculpture for display.</p> <p>DT - Food- Focus on food hygiene and plants that we eat. Design, make and eat a fruit kebab.</p> <p>PHSE - Jigsaw - Dreams and goals. Exploring what is wealth? Is it just money?</p> | |

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| | <p>RE - Explore the concept of Christianity. PE - Real PE Social and Cognitive Units - Jumping, balancing and linking movements together to create sequences. Music - Charanga - Spring One - 'How does music make the world a better place?' Introduction to tempo and dynamics Science - Humans - Senses, body parts and growth. Plants - Investigate parts of a plant, where they come from and look at plants we can eat. Link to Geography - what plants come from other parts of the world and why? Seasonal changes - Looking at how Winter changes into Spring. Computing - Teach Computing - Moving a robot and introduction to animation.</p> | | |
| SMSC & BRITISH VALUES | <ul style="list-style-type: none"> • To continue to build children's self-knowledge and self-confidence • To guide children to understand the difference between right and wrong • To understand that actions have consequences • To understand and respect the work of the emergency services in the UK • To respect other people and their beliefs. | OUTDOOR LEARNING OPPORTUNITY | <p>Build a den/shelters/big sculptures Look for seasonal changes in the school grounds Matchbox challenge 15 mins to fill box with items Balance stones – sculpture Activities involving instructions and directions (101 things for kids to do Outside Dawn Isaac) Sensory walks outside</p> |
| VOCABULARY DEVELOPMENT | | | |
| PROJECT SPECIFIC | <p>Wild plants, garden, deciduous, evergreen, leaf, root, bud, flower, petals, stem, fruit, vegetable, bulb, seed individuality, stewardship, community, care, temperature, weather. Senses: see, hear, touch, taste, smell Humans: growth, change, body parts Now, then, past, before, after, timeline, plan, create, evaluate, sculpture.</p> | ONGOING <i>(word of the day, etc)</i> | <p>CEW adjectives capital letter full stop question mark exclamation mark story language</p> |
| | | ORACY OPPORTUNITY | <p>Talking partner work Drama activities –reciting poetry, word games, conscience alley etc...</p> |

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| PERSONAL LEARNING AND THINKING SKILLS | | | | | |
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| Independent Enquiries | Creative Thinkers | Reflective Learners | Team Workers | Self-Managers | Effective Communicators and Participators |
| <p>To identify important facts.</p> <p>To know who, what where and when in relation to historical events.</p> <p>To explore, classify and make observations.</p> <p>To plan investigations and solve problems.</p> <p>To evaluate completed tasks.</p> | <p>To use their own imagination to generate ideas.</p> <p>To explore ideas.</p> <p>To question their findings and overcome desirable difficulties.</p> <p>To make connections.</p> | <p>To repeat activities in order to master them.</p> <p>To try and improve what they have done.</p> <p>To share ideas with others.</p> <p>To evaluate outcomes and know what to do next.</p> | <p>To share their own ideas.</p> <p>To recall facts that they have heard in the correct context.</p> <p>To listen carefully to others.</p> <p>To collaborate with others to complete set tasks.</p> <p>To take responsibility for their actions.</p> <p>To work together and learn how to resolve issues.</p> <p>To know how to take turns so that it is fair.</p> | <p>To memorise important information given.</p> <p>To respond positively to change and begin to manage their emotions.</p> <p>To know how to build and maintain relationships.</p> <p>To persevere with given tasks.</p> <p>To begin to learn how to be flexible.</p> | <p>To recall and retell main events and important facts from what they have read, seen and heard.</p> <p>To discuss their own ideas and engage in group and class discussions.</p> <p>To identify how things can be improved – 'It would be even better if...'</p> <p>To prove their findings and explain how they know they are right.</p> |
| KEY/PLANNED EVENTS | | | | | |
| <p>Pre Assessment Tasks:</p> <p>Mind map about what they know about plants and what they know about humans.</p> <p>Mind map about each concept.</p> <p>Mind map focussed on each Foundation subject.</p> | <p>Design, make and evaluate fruit kebabs.</p> | <p>Virtual look at houses now and then– photographs and online images. Children draw pictures/write list of what they see.</p> | <p>Virtual look at a range of different sculptures in Liverpool and those from around the world. Children sketch sculptures and write about them.</p> | <p>Outdoor learning day – range of different activities across the different subjects.</p> | <p>Post Assessment Task:</p> <p>To design and create a sculpture for display for chosen audience.</p> <p>Mind maps showing what they have learnt in other subject areas.</p> |

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| Favourite 10 Texts | | | | |
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| <p>Text: 'Charlie and Lola 'I do know all about chocolate'</p> <p>Vocabulary Focus: emotions, feelings, facts, meanings of words</p> | <p>Text: 'The day the crayons quit'</p> <p>Vocabulary Focus: words to describe emotions and reasons for different emotions and how this links to behaviour.</p> | <p>Text: 'Rainbow Fish'</p> <p>Vocabulary Focus: emotions, new words, questions</p> | <p>Text: 'Sharing a shell' Julia Donaldson</p> <p>Vocabulary Focus: Poetry, rhyming words, pattern</p> | <p>Text: 'Caterpillar Cake'</p> <p>Vocabulary focus: Rhyming words, meaning of new words, patterns and rhythm</p> |
| <p>Text: 'Look up'</p> <p>Vocabulary Focus: dreams and aspirations, multi-cultural links</p> | <p>Text: 'The 3 Billy Goats Gruff'</p> <p>Vocabulary Focus: Traditional story language, new words, repetitive words</p> | <p>Text: Splash Claire Cashmore</p> <p>Vocabulary Focus:</p> | <p>Text: 'What are friends for?'</p> <p>Vocabulary Focus: new vocabulary, rhyming words</p> | <p>Text: 'The Large Family'</p> <p>Vocabulary Focus: New words</p> |