

TITLE		This is us!	Year One	Autumn Term	'Discover'
CONCEPTS	Consequences, strength, diversity, happiness		KEY QUESTION	Should we always put others before ourselves?	
GROUNDING TEXT	The Great Fire of London, But Martin?, Elmer, Little Red Riding Hood, 3 Billy Goats Gruff, Night, night Liverpool, The colour monster, The family book, The lion inside, Ravi's Roar, Incredible you, Materials		PROJECT FOCUS	To write facts about the Fire Service and to design and make posters about fire prevention and safety.	
WRITING ACROSS THE CURRICULUM		CROSS CURRICULAR LINKS			
<ul style="list-style-type: none"> <li>Facts about The Great Fire of London</li> <li>Recount about the Great Fire of London</li> <li>Label and caption writing to match pictures</li> <li>List writing</li> <li>Descriptive writing - sensory journeys</li> <li>Facts about Bonfire Night</li> <li>Poem about Bonfire Night</li> <li>Rap/song writing - Hey you!</li> <li>Sentences about fire prevention/safety</li> </ul>		<p>History - The Great Fire of London: Facts about the event, the historical significance of events beyond living memory and information about significant historical persons - Samuel Pepys and Christopher Wren. History of Bonfire night - The story of Guy Fawkes.</p> <p>Geography - Focus on Liverpool. Recognising landmarks. Then focus on London, the capital city of England.</p> <p>Art - Wallpaper - patterns -William Morris. Colour mixing - Primary and Secondary colours. Tone and shade. Collage.</p> <p>DT - Levers and sliders - Moving pictures and cards</p> <p>PHSE - Jigsaw scheme - 'Being me in my world' and 'celebrating difference'</p> <p>RE - Christianity - Unit 1 - Learning about Christians and what they believe.</p> <p>Computing - E-Safety with 'Penguin Pig'. Introducing algorithms - drawing an alien. Learning to use B-Bots and 2Code on Purple Mash.</p> <p>PE - Jasmine - Focus on personal skills. The bike ride and Pirate pranks.</p> <p>Music - Charanga - Hey you! Teach the song 'London's Burning'</p> <p>Science - Materials - flammable/inflammable - What were buildings then and now made of?</p>			

<ul style="list-style-type: none"> <li>• Questions about what firefighters do</li> <li>• Instructions about how to put a fire out</li> <li>• Instructions on how to make Christmas cards and decorations</li> <li>• Facts about the fire service</li> </ul>	Name, compare and group common materials. Simple investigations.				
SMSC & BRITISH VALUES	<ul style="list-style-type: none"> <li>• To build children’s self-knowledge and self-confidence</li> <li>• To guide children to understand the difference between right and wrong</li> <li>• To understand that actions have consequences</li> <li>• To understand and respect the work of The Emergency services in the UK.</li> <li>• To respect other people and their beliefs.</li> </ul>	OUTDOOR LEARNING OPPORTUNITY	Den building – best material? Team games – working together Activities involving instructions and directions		
<b>VOCABULARY DEVELOPMENT</b>					
PROJECT SPECIFIC	Fire Emergency services historical event Past important dangerous flammable inflammable	ONGOING <i>(word of the day, etc)</i>	CEW adjectives capital letter full stop		
	Poster safety information firefighters equipment Algorithms, tone, shade, collage, altruism	ORACY OPPORTUNITY	Talking partner work Drama activities – word games, conscience alley etc...		
<b>PERSONAL LEARNING AND THINKING SKILLS</b>					
Independent Enquiries	Creative Thinkers	Reflective Learners	Team Workers	Self-Managers	Effective Communicators and Participators
To identify important facts. To know who, what where and when in relation to historical events. To explore, classify and make observations. To plan investigations and solve problems. To evaluate completed tasks.	To use their own imagination to generate ideas. To explore ideas. To question their findings and overcome desirable difficulties. To make connections.	To repeat activities in order to master them. To try and improve what they have done. To share ideas with others. To evaluate outcomes and know what to do next.	To share their own ideas. To recall facts that they have heard in the correct context. To listen carefully to others. To collaborate with others to complete set tasks. To take responsibility for their actions.	To memorise important information given. To respond positively to change and begin to manage their emotions. To know how to build and maintain relationships. To persevere with given tasks. To begin to learn how to be flexible.	To recall and retell main events and important facts from what they have read, seen and heard. To discuss their own ideas and engage in group and class discussions. To identify how things can be improved – ‘It would be even better if...’

			To work together and learn how to resolve issues. To know how to take turns so that it is fair.		To prove their findings and explain how they know they are right.
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**KEY/PLANNED EVENTS**

Pre Assessment Task: Mind map about what they know about fires and emergency services Mind map about materials Mind map about 'happiness' Mind map focussed on each FS	Fire engine to visit school  Autumn Term One	Outdoor den building – the people of London had to make shelters. Children choose materials to make their dens/shelters.	Virtual trip around the city of Liverpool – collage of the city/Liverpool skylines	Christmas Performance	Post Assessment Task: To produce a fire safety poster and fire safety guidance. To write facts about the Fire Service. To be looked at by a critical audience. Mind maps showing what they have learnt in other subject areas.
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**Favourite 10 Texts      Beech Class**

Text: The Smoos and the Smoos  Vocab focus: Use of rhyming words and repetitive phrases	Text: The Family book  Vocab focus: emotional vocabulary	Text: My brown skin  Vocab focus: Meaning of unknown words	Text: No Matter What  Vocab focus: New words and feelings	Text: Grumpy monkey  Vocab focus: Understanding emotional vocabulary
Text: Where's my teddy  Vocab focus: Rhyming words	Text: Laura's star  Vocab focus: Emotions	Text: Three Little Pigs  Vocab focus: Repetitive language	Text: It's ok to be different  Vocab focus: Meaning of new/unknown words	Text: Cinderella  Vocab focus: Words in speech bubbles Repetitive language

**Favourite 10 Texts Chestnut Class**

Text: Aliens love underpants Vocab focus: Use of speech Unfamiliar words	Text: The Three Billy Goats Gruff Vocab focus: Traditional vocab – ‘Once upon a time’ Time connectives	Text: Grumpy monkey Vocab focus: Unfamiliar words	Text: The colour monster Vocab focus: Emotions	Text: Giraffe’s can’t dance Vocab focus: Rhyming words
Text: Room on the broom Vocab focus: Rhyming words	Text: Incredible you Vocab focus: Emotions	Text: We are going on bear hunt Vocab focus: Repetitive language	Text: Loved to bits Vocab focus: meaning of new words	Text: Come away from the water Shirley Vocab focus: New words

**Favourite 10 Texts Pine Class**

Text: The Gruffalo Vocab focus: Repetition	Text: Grumpy monkey Vocab focus: Emotions	Text: The Colour Monster Vocab focus: Emotions	Text: We’re going on a bear hunt Vocab focus: repetitive language	Text: The Gingerbread Man Vocab focus: Traditional story vocabulary
Text: Mr Wrinkles Vocab focus: Story language	Text: The lion inside Vocab focus: New words	Text: Giraffe’s can’t dance Vocab focus: Rhyming words	Text: Charlie Cook’s favourite book Vocab focus: rhyming words	Text: The Enormous Crocodile Vocab focus: Unfamiliar words