

Be the best you can be for yourself and for others

Robins (Yr1/2) - Term 1 Project: Bright Lights Big City (6 ½ weeks)

History (outside of living memory) and Geography Driver:

Big Questions:

History:

How has London changed since the underground was first built?

Who wanted the London Underground to be built?

Why and how was the London underground built?

What was it like to use the underground when there were steam trains?

Who was Charles Pearson and why should he be remembered?

Geography:

Where do we live? How close is London and how is London different to East Challow?

What are the surrounding seas to the United Kingdom?

How do maps help us find our way to different places?

How do maps show us how places have changed over time?

Computing

Internet safety

Maze explorers

Music:

Unit 4 – Our Bodies

Nativity songs – singing to perform to an audience

PE:

Gym

Dance- learning a series of dance moves to perform

Outdoor Learning Opportunities (Forest School commences after Term 2)

Science

work scientifically:

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

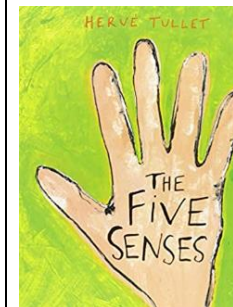
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying

Links to Learning Behaviours

Be the best you can be for yourself and for others

Reading across the curriculum:

Science:



History



Visits and Visitors to inspire

None this term due to Nativity to prepare and perform to others

<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions 					
<p>Link to our core Christian Values and British Values</p> <p>PCSHE VALUE =</p> <p>Worship theme =</p> <p>Christian value =</p> <p>British Values to focus on =</p> <p>Rule of Law, Democracy and Individual Liberty</p>	<p>Cross curricular skills</p> <p>-Selecting what is relevant and what is not</p> <p>-Asking questions to deepen our knowledge and understanding</p> <p>-Making connections between areas of learning:</p>	<p>Fundamental Facts to learn across the project</p> <p>SCIENCE</p> <p>That some things are alive, some things used to be alive, and some things were never alive</p> <p>That animals live in different kinds of places called habitats</p> <p>That animals get their food from plants or other animals in food chains</p> <p>That different kinds of trees grow in our woodland habitat and that some are deciduous, and some are evergreen</p> <p>That winter follows autumn</p> <p>That animals including humans have five senses and to know the main parts of the human body</p>	<p>Fundamental Facts to learn across the project</p> <p>GEOGRAPHY</p> <p>To be able to name the four countries of the UK and the capital of England</p> <p>To be able to name the surrounding seas of the UK</p> <p>To be able to read and compare maps from different time periods</p> <p>To understand some features of the seasons of winter in the UK</p>	<p>Fundamental Facts to learn across the project</p> <p>HISTORY</p> <p>To learn about an event that happened in the Victorian age and be able to know this happened outside of living memory</p> <p>To recall some facts about the building of London Underground</p> <p>To understand that Charles Pearson was an eyewitness</p>	<p>Fundamental Facts to learn across the project</p> <p>ART</p> <p>To learn what collage is and how to combine different materials</p> <p>To understand what a sculpture is and how to use papier mache in a sculpture</p> <p>DT To understand basic food hygiene when cooking</p> <p>To create a cooked meal, taste it and evaluate it.</p> <p>To explore creating strong structures using paper</p>
		<p>VOCABULARY</p> <p>Food chain, habitat, deciduous, evergreen</p> <p>THE BIG 6 TO UNDERSTAND</p> <p>Habitat – a place where a living creature lives</p> <p>Food chain – who eats who or what in a habitat and how they link</p> <p>Season – part of the year. Each season is different and happens every year</p> <p>Deciduous – a tree that loses its leaves in autumn</p> <p>Evergreen – a tree that keeps its leaves all year</p> <p>Senses – how our bodies get information about what is around us through seeing, hearing, tasting, touching and smelling</p>	<p>VOCABULARY</p> <p>Map, route, compare, key, Irish Sea, English Channel, North Sea, London, England, rural, urban</p> <p>THE BIG 6 TO UNDERSTAND</p> <p>Key – description of symbols used on a map</p> <p>Route – a way to get from one point on a map to another</p> <p>Sea – a small part of an ocean usually with land around it</p> <p>Rural – in the countryside</p> <p>Urban – in the town or city</p> <p>London – the capital city of England</p>	<p>VOCABULARY</p> <p>Timeline, past, outside living memory, London Underground, suburb, construction, events, sequence, Queen Victoria, Charles Pearson, eyewitness</p> <p>THE BIG 6 TO UNDERSTAND</p> <p>Eyewitness – someone who saw events as they happened</p> <p>Timeline – events put in order oldest to most recent</p> <p>London Underground – a series of tunnels and stations under London, which trains use to move people about</p> <p>Outside living memory – events that happened before anyone today was born</p> <p>Suburb – places outside a city centre where people live</p> <p>Queen Victoria – The person who was queen from 1839 to 1901</p>	<p>VOCABULARY</p> <p>Art, colour, contrast, experiment, sculpture, 3d, felt, collaborate, wire, bend, twist, paste, layer, instructions, design, evaluate, test, watercolour</p> <p>DT: hygiene, plan and evaluate</p> <p>THE BIG 6 TO UNDERSTAND</p> <p>Collage – arranging and sticking different materials to make an image</p> <p>Sculpture – a piece of artwork made in 3d, so it has depth</p> <p>Papier mache – a mixture of paper and glue, which becomes hard when dry</p> <p>Hygiene – prevent illness through keeping clean</p> <p>Strengthen – to make stronger</p> <p>Evaluate – think how well a design worked</p>

Science – Main Focus - Living Things and Their Habitats

NC

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats,
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees– Link to Forest School visit

Prior Knowledge	Living things: Understanding habitats, food chains and knowing what things are living, were living and were never alive					
Introduction to trees in Term 1	Across the term: One finger one thumb, head shoulders knees and toes and Simon says to secure naming of human body parts					
Visits to Forest School have allowed regular recaps of tree names and features	Step 1 – Understanding things that are living, once were living or were never alive	Step 2 – Understanding and comparing habitats – woodland and urban habitats	Step 3 – Identifying plants and animals that live in an urban habitat and seeing how they have adapted to survive	Step 4 – Creating a food chain of animals within an urban habitat	Step 5 – Exploring the senses	Step 5 – Comparing evergreen and deciduous trees and naming some

Geography and History

Geography

National Curriculum

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

identify seasonal and daily weather patterns in the United Kingdom

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

History

National Curriculum

Events outside living memory – The building of the world’s first Underground Steam Railway – The London Underground in 1863 – Focus on connecting different places in London (virtual tour of London) Significant person Charles Pearson – underground visionary

Prior knowledge	Geography: Using and understanding maps to explore the location of features in London today and in Victorian period					
Identifying physical and human features in Wriggle and Crawl.	History: Learning about the building of the London Underground, an event outside of living memory and Charles Pearson, a significant person					
Drawing an aerial map in Wriggle and Crawl	GEOGRAPHY Step 1 – Locate and compare East Challow and London Step 2 – Name the surrounding seas of the UK	GEOGRAPHY Step 2 – Explore maps of London from Victorian times and today and compare. Follow a route HISTORY Step 2 - Why was the London Underground	HISTORY Step 3 - How was the London Underground built and what kind of trains ran on it when it was first built?	HISTORY Step 4 – Understand what steam trains were like – link to description of steam train in Polar Express. Paint and describe a steam train	GEOGRAPHY Step 3 – Use a map and key to locate specific London landmarks, and add the first underground line – the metropolitan line HISTORY	GEOGRAPHY Step 4 – Visit the Forest School to look for signs of winter

<p>Using a key to understand icons on a map in Childhood and Coastline projects.</p> <p>Looking at the four countries of the UK and their capitals in Term 1</p>	<p>HISTORY Step 1 -introduction of class timeline with addition of what covered last year with Year 2 children (including history of our own school) and Fire of London</p>	<p>built? Who wanted it to be built?</p>			<p>Step 5 – Why is Charles Pearson important how do we know about what he did? – focus on eyewitness</p>	
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- DT**
NC
- select from and use a range of tools and equipment to perform practical tasks such as cooking
 - select from and use a wide range of materials and components, including construction materials
 - build structures, exploring how they can be made stronger, stiffer and more stable
 - generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups
 - explore and evaluate a range of existing products
 - evaluate their ideas and products against design criteria

- ART**
NC
- to create sketch books to record their observations and use them to review and revisit ideas
 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<p>Prior knowledge Art Use of charcoal, oil pastels and chalk pastels in Coastline and some earlier projects. – Year 2</p> <p>DT Cooking – hygiene experience making Christmas cookies in Term 2 – Year 2s</p> <p>Strong structures with card in Coastline project for Year 2s</p>	<p>Learning about urban and rural landscapes, exploring London Underground poster design and creating strong building structures with card</p>					
	<p>DT Step 1 – Cooking - Preparing a dish designed to be appealing to the Gruffalo</p>	<p>DT – Step 2 - Structures – creating a collaborative urban cityscape – joining and strengthening – include using wire and papier mache elements</p> <p>Continues across the following weeks</p>		<p>ART Step 1 - Poster designer Carol Barker, who designed London for children poster in 1920s</p> <p>Explore and experiment with watercolour collage, mosaic patterns and wax resist – children to create wax resist or watercolour paper to use in next week’s cards.</p>	<p>ART Step 2 – Collage Christmas cards inspired by Carol Barker</p> <p>ART Step 3 – Textiles - Wet felted Christmas tree decorations</p>	