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| **Year Group -** 1 | | | **Term – Spring 2** | | |  |  | | --- | --- | | **Educating for Wisdom, Knowledge and Skills** | **To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.** | | **Educating for Hope and Aspiration** | **To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds** | | **Educating for Community and Living Well Together** | **To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.** | | **Educating for Dignity and Respect** | **That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.** | | | | | | |
| Free Transportation Cliparts, Download Free Transportation Cliparts png  images, Free ClipArts on Clipart Library**Name of Unit Overview –**  **Travel and Transport** | | | | |
| **Context, Big Questions and Wider World impact**   * What will transport in the future look like? * How has transport impacted our lives today? * How has transport changed over time. Do we think transport has changed for the better? * What do we notice about the transport we use now and transport people used in the past? * What vocabulary can we use to describe the past and present. * How do we travel to school in Jennett’s park? How do other children in the world travel to school? What are the similarities and differences in how we travel compared to others? * Should we use transport for every journey that we make? What impact does transport have on the wider environment. | | | | | | | | | | |
| **Subject specific learning areas** | | | | | | | | | | |
| **Science** | | | | | | | | | **Suggested journey of the unit** | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning**  **Can we…….? Do we know……..?** | | | | | | |
| **Previous years (EYFS)**  *- Explore the natural world around them, making observations:* Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop.  ***-*** *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate:*  ***-*** *Make comments about what they have heard and ask questions to clarify their understanding:* | | **Can we…?**   * Ask simple questions and recognise that they can be answered in different ways. * Observe closely, using simple equipment. * Perform simple tests. * Identify and classify. * Use observations and ideas to suggest answers to questions. * Gather and record data to help in answering questions. * Record date to support us in answering questions and hypotheses. * Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. * Identify and describe the basic structure of a variety of common flowering plants and trees.   **Do we know…?**   * **The names of a variety of common and wild plants.** * **What deciduous and evergreen trees are.** * **How a seed grows into a plant and how to look after it.** | | | | | | | **Week 1**  Topic: Exploring different types of transport and comparing how this differs to other countries.  Science: To understand that seeds grow into plants.  DT: To explore moving vehicles and learn about how they move.  **Week 2**  Topic: Exploring how travel and transport has changed over time.  Science: Identify the basic parts of a plant and tree.  DT: Design our own moving vehicles.  **Week 3**  Topic: Exploring the history of cars and how these have changed over time.  Science: To understand that different plants can grow in the same environment.  DT: Construct and build our own moving vehicles.  **Week 4:**  Topic: Exploration of how trains have changed and the impact that George Stephenson had on travel.  Science: Know the difference between deciduous and evergreen trees.  DT: Decorate and add axles to our moving vehicles.  **Week 5**  Topic: Exploring the history of flight and the impact that this has had on travel.  Science: To know that fruit trees and vegetables are varieties of plants.  DT: Evaluate our moving vehicles.    **Week 6**  Topic: Comparing the past and present to design methods of transport that they think will be used in the future.  Science: Explore and record the growth of a plant. | |
| **Humanities – History & Geography** | | | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning**  **Can we……..? Do we know…..?** | | | | | | |
| **Previous years**  Geography  *- Explore the natural world around them, making observations:*  *- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps:*  *- Use and understand recently introduced vocabulary during discussions:*  **Revisit within this year**  Geography   * To understand that maps can be used to give directions, locate places. * To understand why maps are important to us.   History   * Describing events chronologically using key vocabulary such as new, old, past, present. | | **Geography**  **Can we…?**   * Ask questions to find out about transport from the past. * Use basic vocabulary to refer to the past and now e.g. before, after, past, present. * Use basic vocabulary to make comparisons of transport, thinking about how people used to travel and how we can travel now. * Name and identify transport that we use in the present. * Name and identify transport that people used in the past. * Name and identify transport that people use to get to school in different countries, locating these on a map. * Use a timeline to order how transport has changed in chronological order. * Identify significant individuals that impacted key transportation such as trains, cars and planes.   **Do we know…?**   * What transport is * The key similarities and differences between the transport we use and the transport that others used in the past * What key vocabulary we can use to describe how travel and transport has changed * The names of key individuals who impacted travel and transport. * What a timeline is and where to place events so that they are in chronological order * What methods we can use to record how people travel to school * How to carry out a traffic survey * How to use an atlas to help us find and locate a country on a map * The impact that transport has on our wider environment and what we can do to help look after the planet. | | | | | | |
| **Art and Design & Design Technology** | | | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | | | |
| **Previous years**  -*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:* In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and  -*Use a range of small tools, including scissors, paint brushes and cutlery:*  - *Safely use and explore a variety of materials:* Throughout Reception children helped to prepare a variety of different food linked to different topics being explored such as International Week.  **Revisit within this year** | | **Can we….?**   * Use drawing and sketching to share our ideas. * Mix colours to create different shades of paint. * Develop our initial ideas by improving our own designs in the draft stages * Evaluate our final product by sharing our final piece of art work and discussing what went well and what we do next time to make it even better. * Use different tools and resources such as scissors, rulers, glue and tape to design and make a model vehicle. * Create an axle to help us to creating a moving vehicle.   **Do we know?**   * How to hold a pencil and paintbrush in the correct way * How to use different materials and resources to create texture and patterns within our work. * How to mold and shape modelling materials to create different shapes. * What an axle is and how this supports us in making a moving model vehicle. | | | | | | |
| **Computing and Technological Understanding** | | | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | | | |
| **Previous years (EYFS)**  Within Freeflow activities in Reception children were able to access different technology and had the opportunity to explore and play with this.  **Revisit within this year**  In Once Upon a Time we explored how to use technology purposefully.  In Wonderful Weather we used the Ipad’s to create weather forecasts. | | **Can we…?**  **-** Use a web browser to explore images of transport s that we use today and transport that people in the past used.  - Use the search engine to research changes in transport.  - Explain how to stay safe when using the internet.  **Do we know…?**  - What a web browser is and how to use this to research.  - Rules for staying safe online.  - How to use a web browser to navigate a website when conducting Internet research. | | | | | | |
| **Vocabulary**  **Oracy activities** | * History Vocabulary – Past, present, change, similarity, differences, compare, timeline, chronology * Art/ D.T Vocabulary – Materials, Colour mixing, shades, texture, axle, moving, model * Computing – technology, respectfully, safely, video, photograph, web browser, E-safety * Partner work and Talk Partner Time to share ideas. * Key and new vocabulary discussed at the beginning of lessons. * Use of visuals to support understanding of new vocabulary and concepts. * Time to experiment with new tools and resources such as the Ipad’s and art tools to experiment and investigate how to use these with support from an adult in the classroom | | | | **Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?** | | | * Travel survey on how children get to school to understand how we use travel and transport in our everyday lives. * Making our own moving vehicle to explore how axles work to make cars etc move. | | |
| **Trips/ Visits / Experiences** | | | * Creating a travel survey to look at how children travel to school. * Designing and making their own moving vehicle. * Carrying out a traffic survey to look at how others in the class travel to school. * Milestones Museum Trip | | |
| **Discrete subject learning focus areas** | | | | | | | | | | |
| **Music** | Combining Pulse, Rhythm and Pitch | | | | **RE** | | | Christianity – Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? | | |
| **PE** | Fundamental movement skills: Coordination (Ball skills) and counter balance. | | | | **PSHE** | | | Health and Wellbeing – Exploring the different ways that we can stay healthy. | | |
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| **Final quality products** | * Moving Model Vehicle * Diary entry | | | | **Home learning opportunities** | | | * Suggested activities to support Travel and Transport topic sent home via Seesaw and the Curriculum News. * Weekly Phonics Videos and Spellings sent via Seesaw. | | |
| **International Studies:** | | | | | | | | | | |
| **Prior learning:**   * **International Week**   **Revisit within this year**   * **Map work**   **Exploring different cultures** | | | | **International Targets**   * Understanding different cultures, values and customs * Building tolerance and respect for other cultures * Identify activities and habits which are different from but equal to their own * Significance of relevant celebrations / rituals * Recognising individuality and independence of separate cultures/countries | | | **Learning to come from those activities** | | | * Comparing similarities and differences between the UK and other countries * Exploring travel and transport and how this differs in other parts of the world * Learning about Ramadan and exploring how this is celebrated. |
|  | | | | | | | | | | |
| **Prior opportunities** | **Experience** | | | | | **Learning to come from those activities** | | | | |
| **-**Drone Workshop  -Mental Health Week  -Safer Internet Day  - Space makers workshop | - Pause Day  - World Book Day  - STEM: Brickies workshop  - Milestones Museum trip | | | | | From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence. | | | | |