

## Let's Explore – Skills and Progression Planning

### Year 1 – Spring Term



**What do you already know about Warwick? What would you like to find out? Mind map for start and end of topic.**

Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Key learning	<b>Pre structural</b> No real understanding of topic, fails to grasp concept	<b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge	<b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning	<b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	<b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions
	To be able to identify the features of their local area.	To be able to identify the difference between their locality and another area. To start to understand how life was like in the past.	To use some of the differences/facts design a map with increasing historical/ geographical knowledge.	To apply prior learning to understand differences and be able to compare and contrast localities with reference to time.	I can reflect on and consolidate all of the information I have learnt about the local area and can communicate confidently about the features of the town and how it has changed over time. This will include  <b>GEOGRAPHY</b> In groups, producing a map of the playground, showing different physical and human features.
<b>Attainment</b>					
To gain some knowledge of the U.K. and about their own locality and where it is in the U.K. (Geography)	To know that they live in Warwick which is a town in the U.K.	To know That Warwick is a part of England	To know that England is only part of the U.K. To know the different parts of the U.K and be able to locate them onto a map.	To know the capital cities of all different parts of the U.K and be able to locate them and talk about some similarities and differences between the places.	<b>HISTORY/Writing</b> Looking at and learning about the Great Fire of Warwick. Comparing life now and then. Looking at the life and times of famous people.
To learn about the past using their local area (History/ Geography)	To know that places can change over time	To be able to identify some old and new buildings in Warwick.	To be able to talk with some confidence about the differences between old and new buildings.	To be able to identify on a simple timeline when different buildings would have been built and discuss some of the materials and design differences between old and modern buildings.	<b>ICT</b> Internet safety and creating a pic collage. Logging on using a user name and password.
					<b>ART</b> Using inspiration from the work of SL Lowry, make a picture in the same style but using different techniques. Create a mixed media collage.

To learn about the life of a significant person from the local area (History)	To know that William Shakespeare was a famous person from the past.	To know that William Shakespeare was a famous writer from Stratford who was famous for writing plays.	To know that William Shakespeare lived over 400 years ago and be able to relay some facts about William Shakespeare's life growing up.	To be able make some comparisons between William's life growing up and their own. To know some other facts about living in Tudor times.	
To be able to read and create a map with a key (Geography link)	To know that places are made of different human and physical features.	To know how different human and physical features are shown as features on a map (birds-eye view).	To be able to work with others to transfer human features as a key on a map (symbols).	To create their own map showing different human and physical features and designing a key.	
To design, make and evaluate a 3D model. (DT link)	To know that in DT we can design and create things in 2D or 3D.	I can identify different parts of a 3D and whether they need to move or not.	To investigate different techniques to join materials together.	To design a 3D model and select the correct materials to create the desired end product.	
To learn about the work of a famous artist and recreate their style using a different technique. (Art)	To know Lowry was an artist.	To know Lowry was an artist and that he had a 'style' and can start imitate it.	To combine the skills of painting, with a limited colour palette, to produce a building and person in the Lowry style. To start to evaluate their own painting.	To combine the skills of painting, with a limited colour palette, to produce a building and person in the Lowry style, evaluating and improving their own work. To know that a first attempt can be improved and developed.	
Listening and applying knowledge and understanding	Round and Round! Charanga music scheme. Round and round builds on all previous learning, focussed around one song, a Bossa Nova Latin style song 'Round and round'. This presents an integrated approach to music where games, the dimensions of (music, pulse, rhythm, pitch etc) singing and playing instruments are all linked.				

### What is the hook?

- **Warwick Walk (Spring Term 1)**
- **Visit to Mary Arden's Farm, Stratford upon Avon (Spring Term 1 or 2).**

### **Geographical Vocabulary**

Human, physical features, North, South, West, East Country, city, town, village, continent

With some support: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, river, factory, farm. House, office, shop, key

**Historical Vocabulary** now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

### **Weekly planning**

<b>Knowledge and skill being developed</b> <b>LITERACY</b>	<b>Short Term Plan</b>	<b>Resources needed</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• <b>develop positive attitudes towards and stamina for writing by:</b> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes</li><li>• <b>consider what they are going to write before beginning by:</b> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li><li>• <b>make simple additions, revisions and corrections to their own writing by:</b> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li></ul>	<p><b>Let's Explore</b></p> <p>Labelling parts of the U.K. Labelling the continents</p> <p>Writing directions</p> <p>Comparing fiction and non-fiction texts</p> <p>Display – key vocabulary</p> <p>Writing about their home</p> <p>Writing about their walk around Warwick Writing about their trip to Stratford</p> <p>Non-fiction writing – Information about different buildings in Warwick</p> <p>Diary writing about growing a plant</p>	<p>Warwick visit</p> <p>Stratford visit</p> <p>'Oxford online atlas</p> <p>Chalks, pictures, paper paints</p> <p>Key Texts:</p> <ul style="list-style-type: none"><li>• Where's Wally Books series</li><li>• The Great Fire of Warwick</li><li>• Homes Through History (National Trust)</li><li>• The Town Mouse &amp; the Country Mouse</li><li>• Where the Forest Meets the Sea</li><li>• The Night Pirate</li></ul>

<p>Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities in the UK.</p>	<p>What is the UK and where is it?</p> <p>What countries are in the UK?</p> <p>Capital cities (UK)</p> <p>Continents of the World</p> <p>NSEW</p> <p>Seasons</p> <p>Weather in the seasons and locational differences.</p>	<p>Maps</p> <p>Weather diary</p> <p>Oxford Infant Atlas - Schools Programs</p>
<p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Use texts to teach vocab for positional and physical and human features.</p>	<p>Range of texts (see Literacy)</p>
<p>Use compass directions and locational language to describe the location of features and places on a map</p>	<p>Using map of UK to describe where cities or countries are in relation to one another.</p> <p>P.E. games / NESW</p>	<p>Oxford Infant Atlas- Schools Programs</p> <p>Range of texts (see Literacy)</p>
<p>To understand similarities and differences through human and physical features of Warwick</p>	<p>Warwick Walk</p> <p>Recognise and name important buildings, historically and architecturally</p>	<p>Pictures of prominent buildings</p>
<p>A contrasting place.</p>	<p>Bo link (One World Link)</p>	
<p>Identify how land is used around the school.</p>	<p>Our local area – playground, building types, fields, post boxes.</p>	
<p>To devise simple maps with simple keys.</p>	<p>Map of local area and fantasy maps</p> <p>Using simple keys</p>	<p>Oxford Infant Atlas- Schools Programs</p>

Knowledge and skill being developed <b>HISTORY</b>	Short Term Plan	Resources needed
Changes within living memory. Sort events or objects into groups	Sort objects into chronological order.	Selection of household objects (could use replicas)
Look at pictures and ask questions	Discuss some of the differences they notice using (basic historical language), of the architecture/ buildings pointed on the town walk.	Pictures of different types of houses. Town walk
Understand the difference between things that happened in the past and the present.	Story of the Great Fire of Warwick	Story Sequencing pictures
Events beyond living memory that are significant nationally or globally.	Visit Mary Arden's Farm to celebrate the life and legacy of William Shakespeare and comparing life now and long ago.	Visit to Mary Arden's Farm
The lives of significant individuals in the past who have contributed to national and international achievements.	Literacy link – Lowry, Shakespeare.	Mary Arden's Farm visit. Follow up work
Significant historical events, people and places in their own locality.	Learning about the Great Fire of Warwick.	Local area walk around Warwick
Knowledge and skill being developed <b>DESIGN &amp; TECHNOLOGY</b>	Short Term Plan	Resources needed
To develop, communicate and plan ideas.	To discuss, design and plan a moving vehicle.	Construction toys e.g. Lego/K'nex Scaffolded planning sheet
Working with equipment and components to make quality products.	To trial and build their chosen mechanism.	
	To incorporate their mechanism into their design.	
Evaluate processes and products	Evaluate - What I like/ What I don't like/How can I improve it?	Scaffolded evaluation sheet

Knowledge and skill being developed <b>ART</b>	Short Term Plan	Resources needed
Learn about the works of artists	Listen to the story and song about LS Lowry. Compare Lowry's artwork to that of another artist, looking at colours, style techniques.  Look at similarities and differences, list.	You tube- Matchstalk men Lowry's life Gakonga / Lowry artwork.
Collage skills	Use ICT, books and photographs, look at a range of collages. Collect some natural materials and make their own collage.	Where the Forest meets the Sea Pictures of collages
Knowledge and skill being developed <b>MUSIC</b>	Short plan	Resources needed
Through singing, carry out warm-ups, use voices to sing expressively and add simple percussion instruments to reinforce beat.  Listen with concentration and understanding to a range of high quality live and recorded music.  Composing – using graphic symbols, dot notation and stick notation to help record musical compositions.	In the Groove  Round and Round	Charanga.  Weekly singing lessons.

### Christmas Holiday Homework – Pre-teach

Late December / over Christmas Holidays - Year 1 - Research Map – Mind map to ascertain what the children know about Warwick, their houses and buildings before we start the topic.