Year 1 Autumn Overview: Globetrotters

	Geography	History	Art	DT	Computing
Over view	Local area study: School/Foleshill		Use a range of materials to make a mural using repeating patterns including animal prints.	Mechanisms – sliders & levers Process: Design, create and evaluate a pop-up book about local area	Create an e-book about the local area (we are painters –RS). Record selves talking about local areas/type. Create a Christmas card
Week 1	Create a plan of classroom prior to lesson. (not to scale) using a large sheet of paper. Share this plan with children pointing out familiar parts of the classroom. Introduce children to Beebot – allow children to explore. What is a bee bot? What does a bee bot do? Have you ever used a beebot before? Tell children what the buttons on the top of the bee bot does.		What is a repeating pattern? (Link to maths) Look at examples of repeated patterns. Complete the patterns 3 🔵🔴🔴🔵🔴⚪⚪ 🟩🟩🟨🟩🟩⬜⬜ 🔼🔺🔺🔼🔺△△ 🟥🟥🔺🟥🟥△◻ 🔺🔺🟢🔺🔺△△ 🔵🟡🟡🔵🔵🟡⚪ 🔺🔺🟢🔺🔺△△ 🟦🟨🟥🟥🟦🟨⬜ Concrete – Provide children with a selection of 2D shapes.		Show images of the following and ask who has a computer/laptop/tablet at home? Who uses the internet at home? – Show children internet on the computer and ask. What websites do you like to use at home? Show a website. Model how to use primary safe search to research. Model what the internet is and how you can retrieve information and resources. Introduce what online safety is. What do we need to be safe? Share story of Smartie the Penguin. (See powerpoint)

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	Explain what the arrows indicate. Directional bee bots to follow map. Introduce children to positional language Practise using positional language. forwards, left turn, right turn, backwards. **Outcome** Children to direct beebots around the map of the classroom. Vocabulary: direction, birds eye view, forwards.		Use only the 3 <u>primary colours</u> to create a repeated pattern. <u>Outcome</u> Children to use physical shapes to create a repeated pattern.		Model how to create a internet safety poster. <u>Outcome</u> Children will understand how to stay safe and seek help in the event of something going wrong when using the internet. Children to create an informative poster to demonstrate their understanding of online safety. Vocabulary: Online safety, keeping asafe, sharing information, stop and tell someone.
2	Show children ariel photos of the school grounds. Use google maps: https://www.google.com/maps/@52.42531,-1.4885336,236m/data=!3m1!1e3		What is a natural object? Look at examples of natural objects that children might find in the school grounds. -leaves -twigs -seeds		Share with children school website. Show children Year 1 section. Why do we have a school website? What is the use of a school website? Explain that we are going to be creating an information page for our website.

Identify the features – what can you see when you look at the map.

Birds eye view – explain and use terminology.

Using a map of the school (see above link) take children on a walk around the school grounds.
Follow route around the school grounds and complete a treasure hunt by hiding treasure in each of the features on the playground.
Apply knowledge of positional language gained in the previous session.

(Each code will give direction to the next treasure using positional language to direct to the final treasure back to the class.

Outcome
Children to follow | | -bark

Take children out into the school grounds to collect their own natural resources.

Use these to physically make a repeated pattern.

Children to take photographs of their reported patterns.

Outcome
Children to create a repeated pattern using natural resources. | | Mind map – What should we write about ourselves? What might our website visitors want to know?

Outcome
Children to create a plan of what they will write for the school website.
Our hopes and wishes
In year 1 I hope for… |

	treasure map to find the treasure. Vocabulary: aerial map, birds eye view.				
3	What is a Human Feature? Introduce children to Human Features – explain that they are man made. What human features can you name in our local area? Take children on a walk around local area looking at and identifying human features. Examples: local post office places of worship St Barnabas Church		Show children a piece of tree bark. Allow children to pass the tree bark around and feel the surface. Can children describe the texture? Explain that we are going to be using crayons to create texture rubbings. Show children hwo to create rubbings, now show them some images and your rubbings. Ask them to link your rubbing to the object reveal by creating a rubbing. Allow individuals to have a go.		Split children into two groups of 15: Provide children with a blank colour coded key board. Children to copy letters into the correct place on the keyboard. With the remaining children, introduce children to a computer. Model how to log in. (repeat this until children become confident) (Ilab) Allow children opportunity to practise logging into the computer. Model to children how to open word. Introduce children to the keyboard.

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shops, police station, doctors.

Outcome
Children to use language associated to human features.

Language:
Human features
- Buildings
- Police Station
- Bricks
- Glass.

Take children out around the school site.
(Wooded area, other parts of the playground.)

Allow children to explore and experiment taking rubbings in the wooded area whilst giving them the language to state the texture (rough, lumpy, grainy, smooth etc)

Take photos of different textured area to support later activity.

Back in class evaluate rubbings by asking the question:

How can we create a different pattern?
How can we create a different texture?

Teacher and TA to model support children in typing their sentences.

Outcome
Children to develop typing skills to enable them to type their sentences. Pupils to become familiar with the keyboard icon for word.
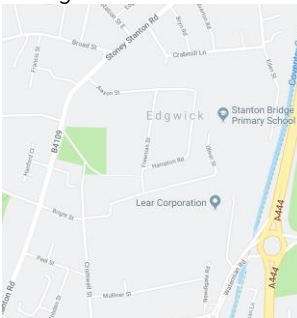
			Which texture gave us the best rubbings? Why? Children to come back, can you guess where this rubbing is from then show photos to see if correct. Display each rubbing and say 'Can you guess where this is from?' <u>Outcome</u> Children are able to identify that different materials give different textures and can use associated vocabulary for the textures.		
4	Recap – What happened during our walk? What did we see? What human features did we identify during our walk?		Wk 4: Animal patterns. Look at a range of animal patterns. (Nature, birds		What is an E-book? Identify a pre-prepared selection of E books on Oxford Owl.

Share pictures and videos to recap on what we saw during our walk. Allow children opportunity to sequence these on their tables. Share key vocabulary and encourage children to use this vocabulary during their discussion. Model recount of walk (Refer back to features covered in English) <u>Outcome</u> Children to write a recount using language associated to human features. (Use sentencesfrom English)		(magpie, starling, sparrows, robins) butterflies etc.) Tiger Cheetah Zebra Butterfly Identify – shape, pattern, textures. Model how to draw each of these Zebra – lines Leopard – Spots Look at the shapes and copying incomplete patterns. <u>Outcome</u> Pupils to explore a range of different techniques to create a pattern.		Using Ipads allow children opportunity to explore e-books (oxford owl has a wide range of these) Be clear what you want children to look at and direct them to these accordingly. What are the features of an ebook? What does a good engaging ebook have? Share with children a prepared WAGOLL of an e-book about the local area using book creator. Summarise the features of this e-book? (Colourful/attractive) -images - text - engaging font - Sound recordings. Pupils to write what they found. Today I looked at an ebook and I found they have colourful images/illustrations which means I would want to read it and look at it. Outcome – Children to explore and identify features and understand why the features are important.

| 5 | On carpet print off a large version of our local area. (Use photocopier to enlarge) (Oliver street leading onto Stoney Stanton road) | | Bring together knowledge of pattern and use skill of scratch art.

Example: | | Recap – What happened during our walk around the local area? Recap using images. (Link back to Geograph lesson)

Explain that we are going to be making an ebook of our of walk.

Model the information that we need to include in this ebook. Model how we can plan and the information to include..

Outcome Children to create a plan on paper of their ebook about their journey around the local area |
|---|---|---|---|---|---|
| | What Human features did we see on our walk? Where can we plot them on the map? Allow children to physically plot the features onto the map using images taken on our trip.

Outcome Using scaffolds allow children to create their own maps. | | Use there animal pattern from previous lessons to make recreate drawing on A4 paper as first sketch. Then once final version of draft is of a good standard transfer onto scratch art paper. e.g Use wax crayons in peacock colours to create a background covered with black | | |

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	Least Able: Provide map, children to add images More Able: Create their own maps using keys and symbols. Challenge: Children to add geo-tags to their maps. (ICT Link)		wax, scratch out peacock feather shape. Outcome: Children to produce a final draft of their animal pattern design.		
6	Assessment		Take out children's previous draft design and use peer evaluation to apprise. Teach model how transfer their final design onto scratch paper using good observations skills and scratch techniques. Outcome: Children to produce a final piece of art work on scratch paper.		Wk6/7: Create ebook using book creator. Use a mixture of typing and voice record. Inputting images and using their own images. Outcome: Children will create an ebook using a range of different devices.
Half Term					

| 7 | | Share picture of Guy Fawkes and gather first impressions.

Discuss questions – What do we think about this person?

Are his clothes like what we would wear now?

What work might he do?

How can we tell he lived a long time ago?

Share information about Guy | | Share with children a selection of examples of pop up books.

Evaluate these examples.
What is good about them? How are they made? What are the mechanisms used?

Outcome
Identify the different mechanism for pop up books and use appropriate vocabulary to describe these. | See Week 6! |
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		Fawkes. (Key Facts) Plot on timeline. Share images of different objects children to sort which of these he could use and couldn't use. Hats, quill, pocket watch, barrel, lantern, shirt, mobile phone, laptop, torch Develop reasoning – why could he/couldn't he use these?			

		Outcome Pupils to understand to difference between items used in the past and present.			
8		Introduce story. Sequence story. (Using pictures on children's tables) Drama activities: Hot seating Guy Fawkes. Why did he do what he did? What lead him to that decision. Create a P4C link. Outcome To understand a		Introduce the key vocabulary: Mechanism Lever Show children modelled examples of each of these. Model: How to make a mechanism. Use success criteria when modelling to show clearly how to make the mechanism.	Evaluate E-book. (See computing leader for evaluation resources) Using IWB share E-book created by class on IWB. Using key vocabulary developed over the unit allow children to evaluate their e-books in pairs by evaluating it against a simple tick-list. Develop skill to say and write simple evaluative statements.

		significant event in time.		**Outcome** In small groups supported by both CT and TA's chd to practise the skills of making each of these mechanism. When creating discuss any difficulties they have whilst making these and how they can overcome them. Evaluate each mechanism by considering: 1. How could we use this within our pop-up book? 2. What effect will this have on the reader?	**Example of sentence** My book is effective because I used a range of fonts. Based on evaluation exercise model how to improve one simple section of their e-book. **Outcome** Children to make improvements and share the improvements they have made to the class.

9		P4C lesson based on Guy Fawkes actions and intentions.

Discuss and debate.

Outcome
To understand through a reasoned discussion significant events by significant people. | | Wk9: Plan pop-up book.
Recap the Gun Power plot story.
Use the Gun Powder Plot to Plan what to make e.g ladder going up and down the fire engine.

Outcome
In mixed ability pairs children to create a plan for their pop-up book. | Note: Pre-plan with reception teachers.

Explain to children that today they are going to share their e-books with reception children.

Model how they can read their story to reception children.

Outcome
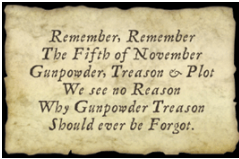Celebrate their e-books and share with reception. |

| 10 | | Link – Performing poetry to English. Remember, remember 5th November.

How did the Government decide to deal with what Guy Fawkes did?

Research/present ideas to describe how it is celebrated across England. Why is it celebrated? Is it an event that has been celebrated? Link to real life context – have you ever celebrated? What other cultures use | | Over 2 weeks

Using skills developed in previous lesson children to make their pop-up books.

Provide children with a clear success criteria with modelled examples which they are to refer to throughout.

Outcome
Pupils will create a completed pop up book. | Look at a range of Christmas cards.

Provide Christmas cards on tables and ask children to identify the features of these.

What is a Christmas card? Why would we send a Christmas card? What designs are popular on Christmas cards? What needs to be on the front of my card?

Model how chd can create a written plan for their Christmas card.

Outcome |

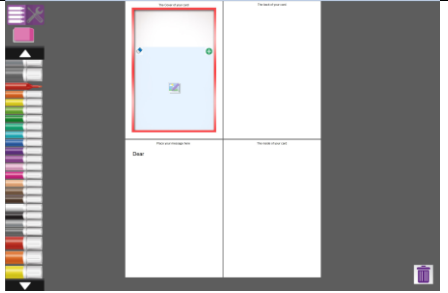|					
		fireworks to celebrate? Have you ever used fireworks celebrate? Take pupils out into playground and experience using sparklers. Outcome: Present the Remember, Remember poem in their assembly. Remember, Remember The Fifth of November Gunpowder, Treason & Plot We see no Reason Why Gunpowder Treason Should ever be Forgot.			Plan/design their Christmas card, challenge pupils to use labels to show the features of their cards.

| II | | Create a comic strip about the Gun Powder Plot. | | | Load the web programme Purple Mash.

Discuss – Where have we used purple mash before? What experiences have we had with using purple mash? (Link back to using it for their homework)

Show children page: https://www.purplemhttps://www.purplemash.com/#app/pup/christmas_card_copy

Model how chd can use the paint tools on purple mash to create their Christmas card. |

Model how children move the cursor to create the picture from their design.

Outcome
Children to create purple mash Christmas card and share with families.

| 12 | | | | Look at developing evaluation skills.

Discuss – What went well? Give sentence starters and lots of discussion about how they can review their pop-up book. | |

				What can we improve (chd may find it difficult to suggest as no prior experience of developing evaluation skills) This skills needs to be developed through lots of speaking and listening. Pre-plan to take children to nursery to read and share their pop up books.	
Cross Curriculuar links	English: Writing recount. Maths: Positional language.				