

What is the difference between surviving and living? YEAR 1 Spring 2023

<p>KEY QUESTIONS:</p> <p>I can talk about the 4 concepts: care, community, compassion, adversity</p> <p>I can name the features of a shelter and why I need it to survive</p> <p>I know where Stafford is and what the houses look like in my community.</p> <p>I can explain the layout of my community in Stafford</p> <p>Why do people become homeless? What adversities do they face?</p> <p>I can explain why different materials are used depending on climate</p> <p>I know why materials are used in different environments</p> <p>I can talk about how people have faced adversity and become homeless after a natural disaster</p> <p>How can I care and show compassion for people in my community who are homeless?</p> <p>I know what a refugee is</p> <p>I know that House of Bread, in Stafford can help people who are homeless.</p>	<p>HISTORY:</p> <p>Houses built in Stafford are Tudor period. How long ago was this? Are all the houses built around our school the same age? How do you know if a house is old?</p> <p><i>VOCAB: today, long ago, the past, old, date, then and now, Britain, before, after, later, photograph, picture, Tudor</i></p>	<p style="text-align: center;">History Targets - A Year 1 Historian</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p> <p style="text-align: center;">Geography Targets - A Year 1 Geographer</p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>I can explain where I live and tell someone my address.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p> <ul style="list-style-type: none"> • ESSENTIAL KNOWLEDGE • Recognise and explain what a shelter is and what it means to be homeless • Identify differences between houses • Compare pictures about different houses in Stafford • Discuss reliability of pictures/ accounts/stories. (Perception
<p>DESIGN TECHNOLOGY:</p> <p>Freestanding structures</p> <p>Designing, making and evaluating a structure</p> <p><i>Vocab: cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, design, make, evaluate, user, purpose</i></p>	<p>GEOGRAPHY:</p> <p>Where is Stafford located?</p> <p>Locate the town in Staffordshire, in England and label the surrounding countries and seas.</p> <p>Create a simple map using simple symbols.</p> <p>Look at aerial photographs of Stafford.</p> <p>What do the houses look like in Stafford?</p> <p>Look at houses all over the world in different climates. Why is a house built of mud/bricks/snow/wood? Why are houses built on stilts?</p>	

	<p>Where in the world has a natural disaster caused homelessness?</p> <p><i>Vocab: world, river, sea, United Kingdom, England, Scotland, Ireland, Wales, atlas, countries, coast, forest, hill, town, physical features, human features, village, mountain, house, bridge, capital city, aerial photographs, map, symbols</i></p>		<p>and judgement)</p> <ul style="list-style-type: none"> • Ask perceptive questions to form a line of enquiry. • Name a variety of houses e.g. detached • Can talk about people who help homeless people e.g. House of Bread/Barnardo's charity
<p>Art:</p> <p>Rubbings/patterns of the school</p> <p><i>Vocab: rubbing, texture, pencil, line, materials, texture, imagination, line, shape, colour</i></p>	<p>Maths:</p> <p>Moving in different directions on a map using compass directions</p>	<p>ENGLISH:</p> <ul style="list-style-type: none"> - Elvis: A tale of kindness and hope story-persuasive letter -Narrative linked to refugees - Hansel & Gretel traditional story - Baking bread instructions -‘Mr Stink’ by David Walliams-character description -‘Mr Stink’ by David Walliams-acrostic poem 	<p>Links to previous topics and skills</p> <ul style="list-style-type: none"> • Science-link to Y1 animals knowledge • Geography-can children recall countries that make up United Kingdom and their seas?
<p>ADDITIONAL LINKS</p> <p>Global Learning: looking at natural disasters across the world and how people are made homeless after a disaster</p> <p>ICT/Computing: Research about Thomas Barnardo</p> <p>Music: Taught stand alone</p> <p>PE: taught stand alone</p>	<p>Science:</p> <p>Humans: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Humans, have offspring which grow into adults. Find out about and</p>	<p>VISITS:</p> <ul style="list-style-type: none"> -walking around the streets by our school to look at houses -walking around our school to notice the history 	

	<p>describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>WOW starter: -rotation of home activities e.g. build a house from lego, building shelters in conservation area</p>	
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