

St Ann's Curriculum - Medium Term Planning: Discover Y1

Core Skills:

Active Learning

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

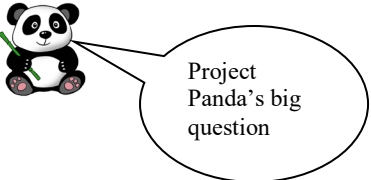
Creative Thinking

- To ask questions to extend thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives
- To connect ideas and experiences in inventive ways

Themed Skills: Discover:

- Plan and research
- Analyse and evaluate
- Show empathy
- Show a commitment to justice
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Communicate their learning in different ways

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Key learning (What will the children learn?)	How (What opportunities am I going to give the children so that they can learn?)	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>Concepts – Belonging Love Care Friendship Community</p>  <p>Does belonging make you happy?</p> <p>What is my school like?</p>	<p>Memorable Experience Arrange a trip around school for the children to meet people who are there to help them. Ask each person to introduce themselves and explain what they do to help children in school. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to refer back to.</p> <p>What is it? Arrange a collection of objects (or pictures of them) related to people who help us in school. This could include a sweeping brush, apron, whistle, telephone, lunch time assistant's jacket, bell and first aid kit. Observe - Do the children know what the objects are? Can the children say what materials they are made from? Can the children say how the object is used and who might use it in school? Do the children want to draw, write or play with the objects?</p> <p>Remembering our experience Display photographs of the children's memorable experience along with questions and captions in a shared area for the children to look at independently and with parents. Observe - Do the children remember names of people that we met yesterday? Do they show an interest in a particular person or job? Can the children explain how different people can help them? Can they answer any of the</p>	<p><i>Chronology – sequence events and artifacts into chronological order. Use common words and phrases related to the passing of time, for example before, after, past, present, present, now</i></p>

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	<p>questions displayed?</p> <p>Share photographs that show people helping at different times of the day. Peg them on a washing line and observe what the children do with them. Photographs should show parents and carers helping the children before and after school, adults helping in the classroom, lunch time supervisors helping at dinner time and the school crossings officer helping at the beginning and end of the day.</p> <p>Observe</p> <p>Do the children recognise what is happening in the different photographs?</p> <p>Do they relate what they see in the photographs to their own experiences?</p> <p>Do the children show an awareness of chronological order?</p> <p>Do the children make suggestions for other photographs that could be added to the collection?</p> <p><i>Make a school Community Tree</i></p>	
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<p>What was school like for 'Goldilocks' Grandma?</p> <p>Literacy – Instructions – How to make a sandwich for the Three bears Picnic</p> <p>How to make a teddy bear</p> <p>Cross Curricular Link – science – Instructions – How to Make Tree food (Photosynthesis)</p> <p>Story setting – Describe England in Victorian England.</p> <p>Changes to structure following children's interest – Queen Victoria time line – When she was born, when she became Queen, when she died. Linked to Victorian schools</p> <p>Time adverbials – First Next Finally</p>	<p>Invite 'Goldilocks' Grandmother into school and using the artifacts and photographs we have discovered about our school ask her questions regarding her experiences of school – Victorian period discuss school rules, equipment, lunchtime people who helped at school uniform etc</p> <p>What is the same and what is different?</p>	<p>Historical Enquiry Sort artifacts into then and now and answer questions related to different sources and artifacts</p> <p><i>Chronology - Use common words and phrases related to the passing of time, for example before, after, past, present, present, now</i></p> <p><i>Historical Knowledge – use a range of sources to find out about significant people and why they did things in the past – Victorian schooling</i></p> <p>Victorian school day what has stayed the same and what is different?</p>
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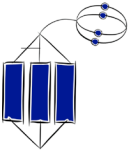
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<p>What does my family look like?</p> <p>Literacy – Narrative – The Three Bears</p> <p>What does the three bears family look like?</p> <p>Is Goldilocks' teddy bear the same as her grandmas?</p>	<p>To explore how they have changed over time what can they do now what they couldn't do before? Has their family changed from when they were babies? Where do families live? What makes a family? How have I changed?</p> <p>Literacy - Character descriptions</p> <p>Compare the three bears family to they own family and where bears live</p> <p>How do we know that Grandmas bear is old? What is the same and what is different about these teddy bears?</p>	<p>To make a family tree To create a time line of themselves To create a family time line To make their house find out their address and as a class make a map of the community</p> <p>To make their own teddy bear in the build a bear workshop – sewing Steiner – bears history</p>
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History Assessment		
<p>Developing (Multi-structural)</p> 	<ul style="list-style-type: none"> • Sort artefacts into 'then' and 'now' and begin to order within a short timeframe. • Use some common words and phrases to describe the passing of time (before, after, past, present, then, now) • Handle and describe some sources of information to find out about the past • Explain some of the things that significant people did in the past 	<p>Names of children</p>
<p>Securing (Relational)</p> 	<ul style="list-style-type: none"> • Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking • Sequence events and artefacts into chronological order • Compare stories about the past and discuss the difference between fact and fiction. • Begin to use a range of sources of information, making appropriate observations about what they have noticed 	

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<p>Enriched (Extended abstract)</p> 	<ul style="list-style-type: none">• Create a timeline using common words and phrases related to the passing of time• Reflect on some of the differences between people 'then' and 'now'• Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.• Understand some of the reasons why people did things in the past	
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