

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

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

| Core Skills: | | |
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| Active Learning <ul style="list-style-type: none"> To seek out and enjoy challenges To collaborate with others To show commitment and perseverance Assess themselves and others | Basic Skills <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: Explore:

- Recognise that they can impact their environment and community
- Show a commitment to justice
- Recognise their roles as Global citizens
- Communicate their learning in relevant ways
- Show empathy

Who can I ask for help? Concept words – service responsibility care

| 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?) |
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| Literacy – letter writing L.O. – To write a response to a letter | To write a letter to Lars father to tell him we have found Lars and tell him what he is doing. | To make a birthday card for Postman Pete and visit the post office to buy a stamp and post in the postbox. |
| Geography – Human and Physical Geography L.O. – To use basic geographical vocabulary to refer key human features | Who does he visit? What does he see? Where does he go? How does he get there? To identify different geographical vocabulary to name different buildings and their purpose whilst walking around the local environment – house shop factory | Use the features of letter writing, to write a response to a letter we have received from lars' father |

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| <p>Literacy – Recount – to write a recount of Postman Pete’s Postal journey</p> <p>Geography –geographical skills and features</p> <p>L.O. – To create a simple map show key human features</p> <p>Literacy – Narrative –</p> <p>L.O. -To write a beginning to a narrative about little polar bear</p> <p>Geography - Place Knowledge</p> <p>L.O. To understand geographical similarities and differences of local environment and the area where lars lives.</p> <p>Geography – geographical skills and features</p> <p>L.O. – To use observational skills to study the features of the local woodland</p> | <p>To make a map of Postman Pete’s postal round and follow to visit the different key human features.</p> <p>Shops factories houses etc</p> <p>To recall what happened at the beginning of the little polar bear story – can you think of a nouns verbs and adjectives to describe the setting and character, Using their senses to describe what he might see hear smell touch taste</p> <p>To compare the human and physical geography of the area in which we live and the area where lars lives. The children to explain what they like and dislike about the different areas</p> <p>To take a walk around the local area and observe the school grounds and the surrounding area, explore the woodland and photograph the natural features</p> | <p>To use the features of a recount to describe Postman Pete’s postal journey.</p> <p>Geographical skills and features</p> <p>To use directional language to describe the location of features and routes on the map.</p> <p>To use the features of a Narrative to describe the adventures of Lars</p> <p>To create a map of the physical features of our local environment and the one where lars lives.- painting</p> <p>To photograph the common plants changes that are occurring, physical features we can observe in the woods</p> |
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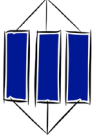
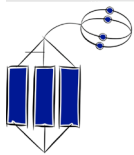
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| <p>Literacy - Information leaflet L.O – to write an information leaflet about the local surroundings</p> <p>Geographical skills and features</p> <p>L.O. – To use a simple compass and directional language to describe the location of the butcher's shop and routes on a map</p> <p>Literacy – Recount L.O.- To write a recount using directional language</p> | <p>To use the features of an information leaflet about the local environment</p> <p>To make a map of our journey to the butcher's shop, explain to our friends how we got there using N S E W and directional language.</p> <p>To use the features of on a recount to recall our journey to the butchers shop</p> | <p>To use the photographs to create an information leaflet and write about the different features they have seen, to include key words</p> <p>To take photographs of the key human features as we walk to the butchers shop, then to the create route we had taken to reach the butchers shop</p> <p>To use the photographs to recreate the route taken and the children to follow the route t support their recount writing</p> |
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Geography Assessment

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| <p>Developing</p>  | <ul style="list-style-type: none"> Begin to clarify understanding about places by asking and responding to questions. Begin to explain their likes and dislikes when discussing a location. Begin to use simple sources of information to recognise and describe features Begin to draw a simple sketch of the features they have observed. | Names of children |
| <p>Securing</p> | <ul style="list-style-type: none"> Begin to recognise and describe the human and physical features of a place | |

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|  | <ul style="list-style-type: none"> • Begin to observe a location and discuss likes and dislikes. (<i>Observe: collect information about</i>) • Begin to analyse several sources of information to describe the features of a location • Begin to apply a broader knowledge about locations when presenting information to a wider audience | |
| <p>Enriched</p>  | <ul style="list-style-type: none"> • Begin to describe and reflect on the human and physical features of a place. • Begin to assess the attractiveness and unattractiveness of the environment, and elaborate on specific features • Create a simple source that begins to demonstrate an understanding to the different ways that information can be collected and presented (E.g. A simple map, chart or table) • Begin to evaluate the features of the environment and suggest improvements | |