

Get out of my swamp! YEAR 1

<p>ART: Andy Goldsworthy –Art using natural materials</p> 	<p>KEY QUESTIONS: Where is our swamp? What is around my swamp? What plants and trees are in our swamp? What do plants and trees need to grow in our swamp?</p>	<p>HISTORY: To use birds-eye maps to view how our school and the local area has changed over years. Talk to an older person who has knowledge about the school grounds and how it has changed.</p>	<p>History Targets - A Year 1 Historian I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged to the past. I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for.</p> <p>Geography Targets - A Year 1 Geographer I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p> <ul style="list-style-type: none"> • ESSENTIAL KNOWLEDGE • Explain what a swamp is and where you find them • Identify plants that are present in a swamp • Compare the human and physical features between the swamp and playground. • Use a source – observe a large birds-eye aerial photograph of our school and the conservation area taken years ago. • Ask questions to an older person to discover how the school and its local area has changed over years.
<p>DESIGN TECHNOLOGY: Investigate ideas how to build a stronger bridge for the 3 Billy Goats Gruff to cross to escape the Troll.</p> 	<p>GEOGRAPHY: Use aerial photographs to draw a map of our swamp using a basic key. Locate human and physical features around our swamp. Use fieldwork and geographical skills to study the school and its surrounding area.</p>		
<p>ADDITIONAL LINKS Jigsaw: Relationships RE: Answers Global Learning: Swamps around the world ICT/Computing: create and debug simple programs on how to get around the conservation area. Retell a traditional story using a Puppet Pals. Music: gingerbread man, enormous turnip, three billy</p>	<p>Maths: Building the longest or shortest bridge/strongest bridge that holds the most weight. Beanstalk/Giant - measuring in cm and begin to use < > = symbols to compare the towers. Measuring ingredients to bake a Gingerbread man. Use directional language on a map creating a simple route around the conservation area. Equal groups/Sharing – golden coins</p>	<p>ENGLISH: Narrative-retell the story of Three Billy Goats Gruff and Jack and the Beanstalk. Performing drama of story. Write a description of the characters – The Troll/The Giant Write instructions for making a bridge for the goats. Write their own version of 3 Billy Goats Gruff changing one thing. Write a setting description of our conservation area.</p>	

<p>goats, Little red hen, climbing up the beanstalk songs and rhymes.</p> <p>PE: opportunities for games linked to traditional stories however PE will be taught by sports Enterprise</p> <p>I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways.</p>	<p>Science: Investigating plants and trees in Conservation area Working scientifically I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and leaves of a tree.</p>		<p>VISITS:</p> <ul style="list-style-type: none"> - Launch day-baking gingerbread/planting beanstalks/building shelters - Visit swamp in conservation area - Visit garden centre/B&Q - Local area walk
<p> Unicef RRSA</p> <p>Article 28 <i>Every child has the right to an education</i></p> <p>Article 29 <i>Education must develop every child's personality, talents and abilities to the full.</i></p> <p>Article 30 <i>The right to practise their own culture, religion, and language.</i></p> <p>Article 31 <i>Every child has the right to relax, play and join in a wide range of cultural and artistic activities.</i></p>	<p></p> <p>Global Goals No.4 Quality Education No.13 Climate action No. 14 Life below water</p>		

