

Is it our responsibility to help? Our Wonderful World - Year 1 Spring 2 Topic Plan

<p><b>WOW Starter</b> Walsley Bridge assembly - 24<sup>th</sup> February</p>	<p><b>Key Questions</b> What/where is the environment? What impact do I have on the environment? How has the environment changed in Stafford? How has the weather changed since I was born? Why does the environment need our help? What changes could I make?</p>	<p><b>Art</b> Leaf printing in the style of Pierre Bonnard's 'Almond Tree in Blossom'  Vocab: block, mark, mirror-image, print, printing, printing ink, repeat, roller, rubbing, shape, stencil, squeegee, symmetry, texture</p>	<p><b>Design Technology</b> Create a fruit salad using all natural ingredients  Vocab: choosing, investigating, tasting, experimenting, sort, washing, cleaning, peeling, cutting, slicing, salad, fruit, fresh, skin, chopping board, peeler, seeds, pips, stalk, juice, stone, bunch, crisp, sharp, juicy, sweet, sour, smooth, sticky, crunchy, scented, waxy</p>
<p><b>Visits</b> Walsley Bridge Education Centre - 11<sup>th</sup> March</p>	<p><b>History Targets - A Year 1 Historian</b> I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged in 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.</p>	<p><b>Geography</b> What is the environment? Thinking about human and physical features in our local area and with another country (Sweden). I can talk about the weather in the UK. I can explain where I live. I can explain how the weather changes across the seasons.  Vocab: world, people, plants, objects, natural environment, seasons, weather, local area, changes, different, buildings, map, atlas, globe, hot, cold, country, Earth, road, river,</p>	<p><b>Geography Targets - A Year 1 Geographer</b> 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.</p>
<p><b>History</b> How has the environment changed in Stafford? Completing an investigation into our school and local area to see how the environment has changed. How has the weather changed? Linking geography and history to think about the weather and what has changed about it since we were born (climate change) Study of Greta Thunberg and how she is helping combat climate change.  Vocab: today, present, long ago, past, old, future, new, who?</p>			

<p>what? when? where? modern, similar, important, new, different, photograph, before, after, then and now, significant, investigate, travel, historians, change, sources, importance, impact, effects, change, cause</p>	<p>I can explain what an object from the past might have been used for.</p>	<p>home, garden, school, land, water, sea, seaside, woods, wet, dry, United Kingdom, address, places, Sweden, towns, human features, physical features, oceans, capital city, seas, house, town, office, shop, farm, environment, area, spoilt, improved, temperature,</p>	<p>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>
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**Essential Knowledge**

- Recognise and explain what/where the environment is.
- Understand the human and physical features in my environment (local area, school, Stafford)
- Understand how the human and physical features in the environment has changed.
- Discuss and explain who Greta Thunberg is.
- Know how the weather has changed since I was born and suggest reasons why it might have changed.
- Suggest how I could make changes with my lifestyle to make positive changes in the environment.

English	Maths	Science	Additional Links
<p>I Planted A Tree</p> <ul style="list-style-type: none"> <li>• Retell a story</li> <li>• Focus on adverbs (happily, quickly, etc.)</li> </ul> <p>10 things I can do to help my world</p> <ul style="list-style-type: none"> <li>• Write a set of instructions for people to look after the world</li> <li>• Focus on imperative verbs (plant, turn, do)</li> </ul>	<p>Measure the height of my plant.</p> <p>Think about the capacity/volume of the juice in my fruit salad.</p> <p>Count plants/seeds we can see in the environment in groups of 2s and 5s.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Children will use the local environment to explore questions about plants and their own habitat.</p> <p>Children will plant their own beans and watch them grow.</p> <p>Children will talk about how plants grow, what is needed for them to grow and suggest</p>	<p><b>Global Learning:</b> SMSC/Jigsaw/RE taught by Mrs Callaghan</p> <p><b>ICT/Computing:</b> taught stand alone</p> <p><b>Music:</b> taught stand alone.</p> <p><b>PE:</b> Wednesday 1:20-2:20 and Friday 11:00-12:00.</p> <p><b>Homework/Independent Learning:</b> <b>English</b> - Write a letter to Greta Thunberg about the changes you would like to make to help our environment.</p>

		<p>reasons for their answers using their bean experiment to help. Spring science lesson.</p> <p><i>Vocab: root, stem, leaf, flower, air, sunlight, water, nutrient, soil, pollination, seed, growth, deciduous, evergreen, habitat, petal, mild, fruit, bulb, branch, trunk, blossom, bud, plant, oak, holly, birch, beech, record, observe, identify, classify, answer, compare, equipment, test, sort, group,</i></p>	<p><b>Maths</b> - Measure the height of a plant outside and keep a record of how it changes over a period of 2-3 weeks.</p> <p><b>Science</b> - Plant something at home. Write a report about what you have planted and why.</p> <p><b>Art</b> - Sketch a picture of your garden using pencil only.</p> <p><b>History</b> - Find a picture of somewhere in Stafford from the past and present. Discuss what features have changed.</p> <p><b>Geography</b> - Keep a weather diary for a week. At the end of the week have a look at what weather you saw the most of and why you think that is (thinking about the seasons).</p> <p><i>Weekly phonics activities preparing for the phonics screening test in June.</i></p>
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*Links to previous topics and skills*

**History:** Change over time and thinking about what has happened 'before' and 'after' an event.

**Science:**

**Geography:** Continents of the world, the weather in different areas of the world, our local area

**Art:** Using paints to create an image

**DT:**