

## Challenge pack

Year 1 Book Bugs

## Learning Challenge

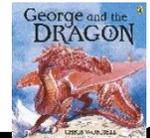
Can we put on an exhibition at Smethwick Library?



## Class Texts

A range of traditional tales including;

Jack and the Beanstalk, Goldilocks and the Three Bears  
The Three Little Pigs, Little Red Riding Hood



## Thinking and Learning skills and tools

WWW

EBI



Consider all factors CAF

What went well?

Even Better If.....

Make a plan



Noticing



Managing Distractions



Perseverance



Collaboration



Empathy and listening



Imagining



Making Links



Planning

## Hooks or memorable experiences

Story Telling Day (focus on books and stories- traditional tales)

Visit to the library (local knowledge – what is a library)

Sir Teachalot visit (history knowledge and story focus)

## Public Outcome—how will this demonstrate learning

A book themed Library exhibition to encourage families to use our local library.

Create artwork to be displayed in the library for visitors to the library to enjoy.

Create a folder of stories for use in our reading areas.

## Concept Questions—exploring the concepts raised in this Challenge

What is an exhibition?

Why do people read books?

Does everyone like the same books?

Which is better, paper book or electronic books?

## Key Questions—those asked to measure understanding of pupils

The library need to buy some new books. What would you recommend and why?

What would you look like without a skeleton?

Which is the best sense and why?

What is the difference between life in a castle and life in my home? What is the same?

Can you name the four countries in the UK? Which one do we live in?

Do we have a king or a queen and who is it?

Year group	1	Term	Autumn	Challenge Pack	Book Bugs- Can we put on an exhibition at Smethwick Library?	
SUBJECT FOCUS	<i>Children will learn about / will know (Declarative knowledge)</i>			<i>Children will know how to... (Procedural knowledge)</i>	<i>Prior learning (Schemata)</i> <i>Highlighted sections show learning that needs to be revisited because of limited or missed learning in covid closures</i>	<i>Vocabulary</i>
History	<p><b>Castles</b> <b>What is a castle?</b> Know the key features of a castle: moat, crenulations, drawbridge, turrets, keep, portcullis. <b>When were castles built?</b> Past, long ago, timelines Know that some people lived in castles in the past and that this was a long time ago. <b>Who lived in them?</b> Nobles, peasants, knights, Kings, Queens, squires. <b>Why were they built?</b> Defence, status, home. Know how the features of a castle helped defend the people. <b>What was life like in medieval times?</b> How commoners, peasants, nobles, knights lived. <b>-What is a knight and what did they do?</b> Why were they important? Training, armour, weapons</p>			<p>1.1a Place events on a simple timeline 1.1b Sequence some events beyond my living memory 1.3 Ask questions about what has happened in my lifetime 1.3a Start to ask why things might have happened in the past. 1.4a Compare how something was different in the past to now. 1.4b Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same.</p>	<p>Family history in living memory. Significant events in their life, family days and in <b>the lives of their own family members</b>  Past/present, future, routines, passage of time, families, communities  Significant events in their life- Birthday, celebration days  <b>Understand about traditions of others among their communities.</b></p>	<p>Past/ present/ future  Now then next  Timeline  Family tree  Living memory  Evidence  Source  Kingdom  Settlement  Peasant servant  Nobles, Lords, Royalty, King, Queen</p>
Geography	<p><b>Where do we live?</b> Smethwick, West Midlands, England, United Kingdom <b>What countries make up the United Kingdom?</b> England, Scotland, Wales, Northern Ireland <b>What are the capital cities of each of the countries in the UK?</b> London, Edinburgh, Cardiff, Belfast <b>What are the four seasons in the United Kingdom?</b> Spring, Summer, Autumn, Winter</p>			<p>1.1a Name 4 countries of the UK and identify on a map  1.2 Describe the weather and seasons 1.1 Identify simple features in our local area  1.4 Use a simple picture map to follow a route</p>	<p>Our country and other areas in the world- dessert, arctic, forest, where we live, similarities and differences of their own immediate environment and natural environment. <b>Weather patterns, changes</b></p>	<p>Island / Isles England, Scotland, Wales, Ireland (Eire- etymology- not just an island!) United Kingdom City, Town, Village, Sea,</p>
RE	<p><b>Who celebrates what?</b> Sikhs – Diwali, Muslims – Eid, Christians – Christmas. <b>Why does Eid matter to Muslims?</b> Family and celebration. <b>Why does Christmas matter to Christians?</b> Celebration of the birth of Jesus (son of God), sharing gifts, family.</p>			<p>1.1 Recount elements of religious stories. 1.2 Recognise religious buildings 1.2b Identify aspects of practise in a religion. 1.3 Identify symbols from a religion.</p>	<p>Celebration days in school year Diwali, Eid, Christmas-nativity</p>	<p>Christmas- Jesus, God, birth, Bethlehem, Angel, messenger. Eid- Messenger, prophet, 5 pillars of faith, Fanoos, prayer mats. Diwali- Light, Divas, festivals, Rama, Sita. Mosque, Church, Gurdwara</p>

	<p><b>Holy places: where and how do Christians, Muslims &amp; Sikhs worship?</b> Gurdwara, Church, Mosque.</p>			
Art	<p><b>What is the difference between drawing diagrams and sketching?</b> Short light strokes, copying a picture/object, correct size, outline, diagrams are labelled, shading, HB: B get softer, H get harder. <b>Why do we need to look carefully at what we are drawing?</b> Noticing. Outline. Colour. Detail.</p> <p><b>Which tools and materials are best for the task?</b> Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips. <b>How do I make different colours and shades?</b> Know that black and white make grey. <b>Adding black to colours makes them darker. Adding colours to white makes them lighter.</b> Know what a primary and a secondary colour is.</p>	<p>1.1 Record and explore ideas from first hand observation, experience and imagination. 1.4 Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. 1.3 Mix secondary colours and shades using different types of paint.</p>	<p>Choosing colours, naming colours, using a range of tools.</p> <p><b>Represent their own ideas and feelings and thoughts through art.</b></p>	<p>Sketching, observation, tools, paint brush, tip, size, colour, outline, shade, dark, light, shade, line, marks, crosshatch, primary and secondary colours</p>
Design Technology	<p><b>Which DT techniques do I need to know to make a 3D sculpture?</b> <b>How can I join card to make a 3D model?</b> Know some different types of card. Know some different types of glue and tape Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose.</p>	<p>1.1 Use my own ideas and experiences to generate a design idea 1.3 Choose appropriate materials and tools 1.3a Cut out a range of materials 1.4 Describe how well my outcome meets my original idea</p>	<p>Children have explored a variety of materials, tools and techniques, experimenting with colour design, texture form and function. Represent their own thoughts. <b>Experiment with design and techniques</b></p>	<p>Plan, label, diagram, model PVA glue, glue stick, masking tape, Sellotape, problem solving evaluate, design, rules, safety, structure, build, create, cut, join resources, materials.</p>
Music	<p><b>In what ways can we use our voice?</b> Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds). <b>What are these instruments called and how can they be played?</b> Know correct names for instruments studied. Know that different instruments are played in different ways. <b>What is a beat?</b> Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively.</p>	<p>1.1 Use voice to speak, sing and chant 1.1a Make different sounds with voice 1.2 Clap short rhythmic patterns 1.3 Play an instrument to create sounds by using it appropriately 1.4a Choose sounds to represent different things 1.6a Respond to different moods in music</p>	<p><b>Followed a simple beat.</b> <b>Learnt how to sing together and when to stop. Silence and sound.</b> <b>Make music and experiment with ways of changing themselves</b></p>	<p>Songs, beat, fast, slow, rhythm, stop, listen, play, simple percussion instrument names.</p>

	<p><b>Can I learn a range of songs to sing collaboratively for pleasure?</b> Sing together at the same time. Know that music and songs make us feel different emotions.</p>			
<p>ICT and Computing  (including apps and digital pencil case)</p>	<p><b>Can I use a keyboard to write my name?</b> Knowledge of computer parts and functions. <b>What can I do to keep safe online?</b> Explain how and why to stay safe using the computers and what to do if a problem occurs. <b>Can I give instructions for a sequence of movements?</b> Know that they can program toys and machines.</p>	<p>1.1 Use the keyboard to write my name and other words 1.5 Create individual instructions to a programme (straight, turn) 1.5a Give a sequence of simple instructions 1.6 Identify personal information that should be kept private online</p>	<p>Operate simple equipment. <b>Complete a simple programme.</b></p>	<p>Safety, commands, instructions, programme, start, left right, forwards, backwards, repeat, stop, personal information.</p>
<p>PSHE</p>	<p><b>What rules do we need to make in order to make our class a happy and safe place?</b> Know and understand the importance of class rules. Rewards and consequences. Behaviour policy. Values. Toolkit. <b>Can we label and identify how we are feeling?</b> Know the 6 types of emotions displayed on the emotion coaching boards. Know how these make themselves and others feel. Know how to regulate reactions to emotions. <b>What can I do to stay safe inside and outside of school?</b> Safety – fireworks, fire, stranger danger, road awareness.</p>	<p>E3.2 I can list my emotions and how I show / express them E3.3 I can describe what values/ behaviours a person can show E4.2 I can identify when working together is important E4.2 I can describe what it means to forgive a friend or have empathy in a situation E5.1 I can practice short times of mindfulness or 'enjoying the moment' E5.3 I can identify ways that I could get help if I was in need E6.1 I can identify people, places and things that make me feel happy and safe and that are important to me</p>	<p>Previous class rules and work on emotions and reflection.  <b>Will chose the resources they need for their chosen activity.</b></p>	<p>Emotion vocab – see emotion coaching board. Positive behaviour rules. Common sense Safety guidance/warning Stranger, trusted, temptation, deceive Kerb, traffic, crossing, pavement, lollypop person, high visibility jacket.</p>
<p>RHE</p>	<p><b>Relationships Education</b> <b>Families and people who care for me</b> I can describe a family as a safe place at home where people care for me I can describe happy relationships that I have with different family members I appreciate and respect that other families may look different from my own  <b>Caring friendships</b> I can show kindness to my friends and peers and do not exclude people when playing I can identify the characteristics of what makes a good friend  <b>Respectful relationships</b> I show how to be polite and have good manners I can identify when working together is important  <b>Online relationships</b></p>		<p>Labelling feelings and emotions Conflict resolution Class rules How to form good relationships Active listening – communicating effectively</p>	<p>Manners Relationships Private Change Active Community</p>

	<p>I can notice that friends online cannot always be seen in real life and that this might be a problem</p> <p><b>Being safe</b> I know how to keep my body private and covered</p> <p><b><u>Mental wellbeing</u></b> <b>Mental health</b> I can identify times when there has been change in my life I can explain who to go to if I am worried about myself or someone else</p> <p><b>Internet safety and harms</b> I know what to do if I feel unsafe when using the internet I can make positive choices about how to use the internet for learning and enjoyment</p> <p><b>Physical fitness and health</b> I can name ways to be physically active each day and week</p> <p><b><u>Living in the wider world</u></b> <b>Roles and responsibilities</b> I know why we have rules and the importance of following these in class or in school I can discuss 'trying my best' and when this is good enough</p> <p><b>Communities</b> I can identify jobs in my community I can describe what a community is I can describe how I have done something to help our community</p> <p><b>Money and finance</b> I can recognise money in coin and note form</p> <p><b>Discrimination and diversity</b> I can describe what I am like as a person that is different from someone else</p>			
P.E	<p><b><u>Groovy gym</u></b> Can I move my body in different ways with control? Can I link some actions together? Can I explore gymnastic actions and shapes? Can I repeat and link combinations of gymnastic actions?</p> <p><b><u>Bootcamp PPA</u></b></p>	<p>Know what a space is and can move safely into it. Link safety rules for P.E. Travel in different directions, at different speeds and levels. Link three moves together while travelling aiming to change levels, speed and direction. Explore rolling movements as a way of travelling.</p>	<p><b>Gait and travel from EYFS.</b> Travelling on feet. Children show control in large and small movements. They move confidently in a range of ways.</p>	<p>Travel, direction, link, sequence, level, tension, posture. Rolling: egg, log, forward, teddy bear. Along, over, onto, off.</p> <p>Exercise, fitness, heart rate.</p>

	<p>How do we prepare the body for exercise?          What does fitness mean?          What happens to the heart rate during exercise?</p> <p><b>Storytime dance</b>          How do we change direction when travelling?</p> <p>Can we explore basic body move patterns and movements to music?</p> <p><b>Fitness frenzy PPA</b>          Can we practise running at different speeds?          How do we improve our agility, balance and coordination?          Can we identify ways of improving our core strength and agility?</p>	<p>Use a variety of small equipment to perform a travelling sequence using all of the skills learnt so far.          Experience some of the changes that occur during exercise.          Develop agility and coordination.          Perform simple patterns of movement.</p> <p>Move around the hall safely in a space, using different parts of their body.          Follow instructions to stop and start and complete different movements.          Move in time to the music, travelling, gesturing and jumping.          Perform a dance in time to music and with fluency. Perform dances for celebrations.</p> <p>Understand the importance of using the arms when running.          Perform simple movement patterns</p>	<p>Parts of the body.</p> <p><b>Counting in beats of 4.</b></p> <p><b>The reasons for warming up.</b></p>	<p>Gesture, beat, rap.          Rolling: egg, log, forward, teddy bear.          Along, over, onto, off.          Speed, perform.</p> <p>Running, jumping jacks, crab, technique.          Equipment: benches, mats, tables, ribbons</p>
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