

Challenge pack

Year 1 Trip Down Memory Lane

Learning Challenge

Can we put on a History Exhibition at Smethwick Library?

So that we can share our knowledge of past and present to others in our community?



Class Texts



A range of traditional tales including;

The Ugly Duckling Goldilocks and the Three Bears (Instructions)
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

Traditional toys and games day

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

Public Outcome—how will this demonstrate learning

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

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

Concept Questions—exploring the concepts raised in this Challenge

What is time?

What is a memory?

Why do things change over time?

Is all change good? If not why?

Why is it important to know what happened in the past?

Key Questions— those asked to measure understanding of pupils

What is an exhibition?

How can we show people what happened in the past and how long ago it happened?

How do we measure the passing of time?

Year group	1	Term	Autumn	Challenge Pack	Memory Lane- 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>Vocabulary</i>
History	Chronology What is History? How do we know what happened in the past? How have I changed since I was born? (Recent memory) How have things changed since my grandparents were my age? (What is living memory) Can we find out about how things have changed within the last 100-120 years? How can we show people what happened and when?			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.	Family history in living memory. Significant events in their life, family days and in the lives of their own family members Past/present, future, routines, passage of time, families, communities Significant events in their life- Birthday, celebration days Understand about traditions of others among their communities.	Past/ present/ future Now then next Timeline Family tree Living memory Evidence Source Kingdom Settlement Peasant servant
Geography	Where do we live? What does my address tell me? Smethwick, West Midlands, England, United Kingdom Can I find England on a Map? Can I find Birmingham? Can I find our school? Can I find Smethwick Library? Can I make a map of my journey to the Library? What countries make up the United Kingdom? England, Scotland, Wales, Northern Ireland What are the capital cities of each of the countries in the UK? London, Edinburgh, Cardiff, Belfast What are the four seasons in the United Kingdom? Spring, Summer, Autumn, Winter -Start Class Seasons book- choose 2 trees to follow though the year- 1 deciduous and 1 evergreen			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	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. Weather patterns, changes	Island / Isles England, Scotland, Wales, Ireland United Kingdom City, Town,
RE	What celebrations are important to our community? Sikhs – Diwali, Muslims – Eid, Christians – Christmas. Why does Diwali matter to Sikhs? Why does Eid matter to Muslims?			1.1 Recount elements of religious stories. 1.2 Recognise religious buildings 1.2b Identify aspects of practise in a religion.	Celebration days in school year Diwali, Eid, Christmas-nativity	Christmas- Jesus, God, birth, Bethlehem, Angel, messenger. Eid- Messenger, prophet, 5 pillars of faith, Fanoos, prayer mats.

	<p>Family and celebration. Why does Christmas matter to Christians? Celebration of the birth of Jesus (son of God), sharing gifts, family. Holy places: where and how do Christians, Muslims & Sikhs worship? Gurdwara, Church, Mosque. Visit Church</p>	<p>1.3 Identify symbols from a religion.</p>		<p>Diwali- Light, Divas, festivals, Rama, Sita. Mosque, Church, Gurdwara</p>
<p>Art</p>	<p>What is the difference between drawing diagrams and sketching? Sketching is about capturing what we see quickly using a pencil. Ink or charcoal- it is about lines, marks and shade, made by using the drawing tool in different ways.eg pressing hard or lightly using tip or side of nib Compare to diagrams in science which are labelled and have to be very accurate. Why do we need to look carefully at what we are drawing? Noticing. Outline. Colour. Detail. Experiment with marks, lines and shading using pencil and a black biro. How can we make the lines change? How can we show dark to light? Practise shading, HB: B1,2,3,4 etc get softer, H1,2,3,4 get harder. Draw a circle which looks flat and make it look 3D sphere using shading to create a shadow. How do artists use sketch books to develop ideas? Extracts from artists sketch books for portraits <ul style="list-style-type: none"> • Van Gogh • See examples below the tables Can you see examples of marks lines and shading? What do you think the artist used to sketch these portraits? Observe a picture/object, or part of it using a view finder and try to draw the correct size, outline. Can I draw a face using correct proportions? Skills lesson on proportion then Self portraits using mirrors to look carefully and apply the knowledge of proportion. Experiment using pencil, ink, charcoal, pastels Which tools and materials are best for the task? Choice of materials. Properties for purpose. Pencil, charcoal, ink</p>	<p>A2.1a Record and explore ideas from first hand observation, experience and imagination.</p> <p>A2.1b Know that artists are an important part of society</p> <p>A2.1c Name some artists</p> <p>A2.1d Select ideas from a studied artist to use in their own work</p> <p>Notice proportion and use of space in drawings of faces.</p> <p>2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen</p>	<p>Choosing colours, naming colours, using a range of tools.</p> <p>Represent their own ideas and feelings and thoughts through art.</p>	<p>Sketch, diagram, observation, portrait, proportion, outline, line, marks, dark, light, shade/shadow, crosshatch, flat, 3 dimensional</p> <p>Cubism</p> <p>Pablo Picasso</p> <p>Media/medium</p> <p>Charcoal, ink and wash, pastels-smudging</p> <p>A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others</p> <p>A2.5b Listen to the views of others and respond to ideas to improve their work.</p> <p>See overview for details</p>

	<p>How did artist Pablo Picasso break the rules when drawing and painting faces? What is Cubism? Use collage to produce Picasso style picture- Take photos- black and white, copy and cut up, select pieces and assemble, when dry photocopy and then colour with oil pastels to recreate the vibrancy of cubist work.</p> <p>In Forest school Take photographs of autumn leaves and colours Make collections of autumn leaves and organise them like James Brunt. Keep collections of cones, conkers and leaves ready for summer. Press some leaves for use in summer term. Use fallen leaves to make colourful wax crayon leaf rubbings on tracing paper. Frame these with windows of black card.</p>			
Design Technology	<p>Which DT techniques do I need to know to make moving parts? How can I join card? How can I add moving parts Know some different types of card. Know some different types of glue tape and fixings Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose. Revisit this to make a Christmas card</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. Experiment with design and techniques</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>In what ways can we use our voice? Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds). What are these instruments called and how can they be played? Know correct names for instruments studied. Know that different instruments are played in different ways. What is a beat? Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively. Can I learn a range of songs to sing collaboratively for pleasure?</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>Followed a simple beat. Learnt how to sing together and when to stop. Silence and sound. Make music and experiment with ways of changing themselves</p>	<p>Songs, beat, fast, slow, rhythm, stop, listen, play, simple percussion instrument names.</p>

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

	<p>Being safe I know how to keep my body private and covered</p> <p><u>Mental wellbeing</u> Mental health 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>Internet safety and harms 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>Physical fitness and health I can name ways to be physically active each day and week</p> <p><u>Living in the wider world</u> Roles and responsibilities 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>Communities 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>Money and finance I can recognise money in coin and note form</p> <p>Discrimination and diversity I can describe what I am like as a person that is different from someone else</p>			
P.E	<p><u>Groovy gym</u> 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><u>Bootcamp PPA</u> How do we prepare the body for exercise?</p>	<p>Know what a space is and can move safely into it. Know 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>Gait and travel from EYFS. 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>What does fitness mean? What happens to the heart rate during exercise?</p> <p>Storytime dance How do we change direction when travelling?</p> <p>Can we explore basic body move patterns and movements to music?</p> <p>Fitness frenzy PPA 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>Counting in beats of 4.</p> <p>The reasons for warming up.</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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