

## Challenge pack

Year 1 The Great Outdoors

### Learning Challenge

Can we make an outdoor adventure backpack?



So that we have lots of activities to do with our families in the summer holidays

## Class Text



Percy the Park Keeper

Someone Bigger

Instructional writing: seeds, kites and instruments

Tom's Rabbit

The Secret Path



## 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

Hook Day – Outdoor Day on the school field

West Smethwick Park

Creating outdoor animations

Making and flying kites

### Public Outcome—how will this demonstrate learning

Outdoor Learning Challenge for Parents on the school field

A Non-Fiction Class folder of instructions to make kites, musical instruments and to plant seeds.

A folder of stories about adventures outside.

An outdoor adventure backpack for each child to take home, full of activities for the summer.

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

What is an adventure?

Are all adventures fun/good?

Should people go on adventures even if they are dangerous?

Why do some children get bored in the holidays?

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

How can we keep safe outdoors?

Science based questions to show understanding of nature around our school, names of plants, trees, animals etc

How can being outside be good for us?

Why is nature very important?

What does respect for the natural world mean to me?

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| Year group           | 1   | Term | Summer | Challenge Pack   | The Great Outdoors – Can we make an adventure outdoors backpack?   |  |
| <b>SUBJECT FOCUS</b> | <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              | <p><b>How can we find out about the past?</b><br/>         Research – books, internet.<br/>         Describe how at least 1 thing has changed over a period of time and compare and contrast.</p> <p>Compare how something was different in the past to now – West Smethwick park</p>   |      |        | <p>Start to ask why West Smethwick Park might have changed over the past.<br/>         Compare how West Smethwick Park is different in the past to now.<br/>         Describe what things have changed in the park and how.</p> <p>Understand historical concepts such as continuity and change, similarity and difference, and use them to make connections and draw contrast.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the difference between short- and long-term timescales.</p> | <p><b>Year 1 Spring Term</b><br/>         What was Mary Anning famous for?<br/>         Comparing dinosaur landscapes to modern Smethwick landscape.</p> <p><b>Year 1 Autumn Term</b><br/>         Place events on a simple timeline<br/> <b>How have we changed as we've grown up?</b><br/>         What is a memory?<br/>         Compare and contract.</p>  | <p>Past/ present/ future<br/>         Now then next<br/>         Timeline<br/>         Living memory<br/>         Evidence<br/>         Source<br/>         Past<br/>         Modern</p>   |
| Geography            | <p><b>Geography of school</b><br/> <b>How can we use photographs to notice the details of our school environment?</b><br/>         Learn physical/human features. Noticing.<br/> <b>What is a key and how can we use it to create simple maps of our school field?</b><br/>         Compare different maps looking at aerial views looking at a bird's eye view</p> |      |        | <p>Use simple observational skills to study the geography of our school field.</p> <p>Use aerial photographs to recognise basic human and physical features in our school grounds and West Smethwick park.</p> <p>Devise a simple map of our school field, using basic symbols as a key.</p> <p>Use a journey stick to West Smethwick park</p>   | <p><b>Year 1 Spring</b><br/>         Describe the weather and seasons in the UK.<br/>         Locate hot and cold areas of the world in relation to the Equator and the North and South Poles on maps and globes.<br/>         Describe simple features of different countries e.g. North Pole- ice, water, Equator- hot, sand, tress.</p> <p><b>Year 1 Autumn</b><br/>         Name 4 countries in the UK and capital cities.<br/>         Follow a map to a local place (library). Talk about different seasons and weather.</p> | <p>Map<br/>         Climate<br/>         Adapte<br/>         Environment<br/>         Weather<br/>         Features<br/>         Photographs<br/>         House, town, shops<br/>         Soil, plants, trees, hill,<br/>         Season<br/>         Route<br/>         Key</p> |

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| RE                | <p>Can I explain the 5 pillars and what they represent? Can I describe and talk about Ramadan?</p> <p>Can I explain what Eid al fitr is?</p> <p>Know why Muslims celebrate Eid? Know the meaning of Ramadan?</p>   | <p>Recognise religious buildings<br/>Identify aspects of practise in a religion.<br/>Identify symbols from a religion.<br/>Recount elements of religious stories.<br/>Give examples of how Muslims show their beliefs<br/>Discuss and ask questions about Eid</p>  | <p>Year 1 Autumn<br/>Exploring how and why the festivals of Eid, Diwali &amp; Christmas are celebrated.<br/>Considering what Christians believe God is like.<br/>Looking at Holy books.</p>  | <p>Allah<br/>Muhammed<br/>Muslim<br/>Islam<br/>Eid<br/>Ramadan</p>  |
| Art               | <p><b>Why do we need to look carefully at what we are drawing?</b><br/>Noticing. Outline. Colour. Detail.<br/><b>Which tools and materials are best for the task?</b><br/>Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips.<br/><b>Which famous artists use outdoor materials as a stimulus and what does their artwork look like? Can you notice patterns? Which do you like and why?</b><br/>Andy Goldsworthy leaves, flowers, sticks vs hapa zome printing using flowers, leaves.<br/>James Brunt transient art</p> | <p><b>Use drawing and painting to develop and share ideas.</b><br/>Observational drawing (flowers) – sketching, colour mixing, smudging pastels.<br/>Know that there are different types of paint – watercolour, poster paint.<br/><br/>Know which brushes and tools to choose to work at different scales</p> <p><b>Develop a wide range of art and design techniques, using pattern, texture and shape.</b><br/>Leaf rubbings<br/>Andy Goldsworthy.</p> <p><b>Similarities and differences between different practices and disciplines, making links to own work.</b><br/>Andy Goldsworthy/hapa zome/pebbles</p> | <p><b>Year 1 Spring</b><br/>Famous artist Henri Rousseau, compared to aboriginal artwork.<br/>Accurate sketches of animals.<br/>Manipulating clay to recreate animals.<br/>Pastels.<br/>Recycled bottle art (layering tissue)<br/><b>Year 1 Autumn</b><br/>Made 3D artwork for Library exhibition.<br/>Sketched artefacts from Sir Teachalot.<br/>Mixed primary colours to make secondary colours.<br/>Made plasticine models of swords and shields.</p> | <p>Sketching, observation, tools, , size, colour, outline, shade, dark, light, line, marks, smudging, rubbing.</p>  |
| Design Technology | <p><b>Which DT techniques do I need to know to design and make a smoothie?</b><br/><b>Which DT techniques do I need to know to design and make a kite?</b><br/>Know the link between a design diagram, a model and the finished product.<br/>Know that we make things for a purpose.<br/>Know how to cut safely with a knife.</p> <p><b>How do I plan my design in order to make it functional and appealing?</b><br/>Know how to make an instrument to suit criteria and outcome (try pots of different sizes and materials to deem what is suitable)</p>               | <p>Wash my hands before and after preparing food<br/><br/>Peel, chop, grate or squeeze fresh fruit and vegetables<br/><br/>Design purposeful, functional, appealing products for themselves and others based on design criteria.<br/><br/>Evaluate their ideas and products against design criteria.<br/><br/>Select from and use a wide range of materials and components, including materials and ingredients according to their characteristics.</p>  | <p><b>Year 1 Spring</b><br/>Design and make role play areas linked to animal topic.<br/><b>Year 1 Autumn</b><br/>3D library art work. Making puppets.<br/>Food- decorating cakes (Christmas)</p>   | <p>Plan, label, diagram, model<br/>glue stick, masking tape, sellotape<br/>problem solving<br/>evaluate, design, rules, safety, structure, build, create, cut, join<br/>resources, materials,</p> |

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|   | Know how to make a kite (try different materials and designs to decide what will fly best)   | Select from and use a range of tools and equipment to perform practical tasks.<br><br>Build structures, exploring how they can be made stronger, stiffer and more stable,   |   |   |
| Music   | <b>Can I learn about and then recreate playground songs and rhymes?</b><br>What is a rhyme? History of playground games. Rhythm.<br><b>Can I use my musical knowledge to create sounds using recycled instruments?</b><br>Collaboration. Listening, Evaluating. Beat. Tempo. Duration.<br><b>How does notation help us to play together?</b><br>Simple notes – single and double sounds. Play and stop. Tempo.   | Use voices expressively and creatively by singing songs and speaking chants and rhymes.<br><br>Experiment with, create, select and combine sounds using the interrelated dimensions of music.<br><br>Perform, listen to, review and evaluate music across a range of styles and traditions, including the works of the great composers and musicians. | <b>Year 1 Spring</b><br>Listening to classical music pieces (carnival of animals) NO TAUGHT MUSIC<br><b>Year 1 Autumn</b><br>Use voices to sing together. Learn a range of songs. Follow simple beats. Name instruments and play musically. | Notation.<br>Beat.<br>Collaboration.<br>Rhythm.<br>Evaluate.<br>Listen.<br>Tempo.<br>Duration.  |
| ICT and Computing<br><br>(including apps and digital pencil case) | <b>What can I do to keep safe online?</b><br>Explain how and why to stay safe using the computers and what to do if a problem occurs.<br><b>Can I use technology to create animations or videos?</b><br>Name and sort software that can be used for green screening or animations.<br>Know how to open a program, select, clip, play and save.   | <b>Create digital content.</b><br>.Create outdoor character animations using chatterpix. <b>Organise, store and retrieve digital content.</b><br><b>Identify personal information that should be kept private online</b><br>Jessie and friends planning.  | <b>Year 1 Spring</b><br>Keyboard skills- capital letters, new lines spaces. Saving a document<br><br><b>Year 1 Autumn</b><br>Simple instructions, beebots, human directions and Nina neurons.<br><br>E-Safety SIDS top tips/Hector.         | Safety, personal information, digital content, Information technology, computers, programmes, software, apps, animation, green screening, files and folders.  |
| PSHE  | <b>What are the 5 FIDES School values and how can we show these through our new Learning Challenge?</b><br>F- share with family, I- insist on excellent work, D- Looking after our environment e.g. plants and trees, E- research on iPads, follow planning tool, S- work shown at the event.<br><b>What can I do to stay safe inside and outside of school?</b><br>Safety – rules for outdoor environment, trip to local park and Sandwell valley.<br>Sun safety. Stranger danger. Road safety.<br><b>How do I take care of my local environment? What are the dangers in my local environment?</b> | <b>I can describe what values/ behaviours a person can show</b><br><b>I can identify when working together is important</b><br><b>I can identify ways that I could get help if I was in need</b><br><b>I can practice short times of mindfulness or ‘enjoying the moment’</b><br><b>I can describe how it feels to be included</b>                    | <b>Year 1 Spring</b><br>Animal habitats.<br>RSPCA<br>Bullying verbally.<br><b>Year 1 Autumn</b><br>Class rules, emotions and feelings, staying safe.  | Emotion vocab – see emotion coaching board.<br>Positive behaviour rules.<br>Common sense<br>Safety<br>guidance/warning<br>Stranger, trusted, temptation, deceive<br>Kerb, traffic, crossing, pavement, lollypop |

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|     | <p>Environment litter pick. Dangerous flowers.</p> <p>Can I explain how to keep safe in water? Water safety<br/> Can I explain how to keep safe on the road? Road safety<br/> Stranger danger – links to outdoor adventure LC<br/> Good risks / Bad risks – outdoors.</p>  |  |  | <p>person, high visibility jacket.<br/> Thrive<br/> Charity</p>   |
| RHE | <p><b><u>Relationships Education</u></b><br/> <b>Caring friendships</b><br/> I know what to do if a friendship is making me unhappy<br/> I can discuss what I might do to make up with a friend if we fall out<br/> I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs.</p> <p><b>Respectful relationships</b><br/> Can I explain the importance of telling the truth?<br/> Can I explain what a good friendship looks like?<br/> Can I treat people the way we expect to be treated, with respect, including those in positions of authority?</p> <p><b><u>Mental wellbeing</u></b><br/> I can describe the importance of expressing emotions<br/> Can I list a normal range of emotions (happiness, sadness, anger, fear, surprise? Can I show or express my emotions?</p> <p><b>Internet safety and harms</b><br/> I understand what bullying looks like in real life and online</p> <p><b>Basic First Aid</b><br/> Can I make a clear call to emergency services?</p> <p><b>Health and Prevention</b><br/> Can I list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed?</p> <p><b>Healthy eating</b><br/> Can plan and prepare a healthy dish?</p> <p><b><u>Living in the wider world</u></b><br/> <b>Roles and responsibilities</b><br/> Can I describe what values/ behaviours a person can show and what a role model is?</p> |  | <p><b>Year 1 Autumn</b><br/> Positive family relationships<br/> Appreciation and respect that other families may look different from their own<br/> Understanding the value of kindness and what makes a good friend<br/> Online safety<br/> Body safety<br/> Mental health – what to do if worried<br/> Naming ways of being physically active<br/> School/class rules and routines<br/> Our community<br/> Money recognition<br/> Similarities and differences to others</p> <p><b>Year 1 Spring</b><br/> Friendships ups and downs, Falling out<br/> Forgiveness why we should move forward<br/> Emotions different<br/> Behaviours being unkind<br/> Opinions we all have them<br/> Personal information keeping it private<br/> Body safety who to speak to trusted adults<br/> Worries and how to get help<br/> Bullying online and real life<br/> Healthy diet<br/> Good values and positivity</p> <p>Respect treating people with respect including people of authority<br/> All people are equal, gender, race and life choices<br/> What makes me unique</p> | <p>Differences<br/> Emotions<br/> Feelings<br/> Respect</p> <p>Truth<br/> Honesty<br/> Emergency<br/> Online<br/> Bully<br/> Safety<br/> Healthy<br/> Behaviour<br/> Authority<br/> community</p> |

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|    | <p><b>Communities</b><br/> Can I explain how our community is made of lots of different people? What do people do if they disagree or have different beliefs?<br/> Can I describe how people help each other in our community?<br/> Can I treat people the way we expect to be treated, with respect, including those in positions of authority?</p> <p><b>Money and Finance</b><br/> Can I plan how to spend a given amount of money and if I can afford to buy what I want with the money I have?</p> <p><b>Diversity</b><br/> Can I make good choices and not listening to others if they are making bad choices?</p>   |  |   |   |
| PE | <p><b>How is being active good for you?</b><br/> Heart rate. Healthy. Exercise. Breathing.</p> <p><b>Team building (OAA)</b><br/> <b>Problem solving:</b> know that working collaboratively with others will help to solve challenges.<br/> <b>Navigational skills:</b><br/> know that deciding which way to go before starting will help me. <b>Communication:</b><br/> know that using short instructions will help my partner e.g. start/stop. <b>Reflection:</b> identify when I am successful and make basic observations about how to improve.<br/> <b>Rules:</b> know that rules help us to play fairly.</p> <p><b>Target Games</b><br/> <b>Throwing:</b> know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. <b>Tactics:</b> know that tactics can help us when playing games.<br/> <b>Rules:</b> know that rules help us to play fairly.</p> <p><b>Autumn Two</b><br/> <b>Declarative Knowledge</b><br/> <b>Athletics</b><br/> <b>Running:</b> understand that if I swing my arms it will help me to run faster.<br/> <b>Jumping:</b> know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.<br/> <b>Throwing:</b> know that stepping forward with my opposite foot to hand will help me to throw further.<br/> <b>Rules:</b> know that rules help us to play fairly.</p> | <p><b>Procedural Knowledge</b><br/> <b>Team building (OAA)</b><br/> <b>Problem solving:</b> suggest ideas in response to a task. <b>Navigational skills:</b> follow a path and lead others. <b>Communication:</b><br/> communicate simple instructions and listen to others.<br/> <b>Target Games</b><br/> <b>Throwing overarm:</b><br/> explore technique when throwing overarm towards a target.<br/> <b>Throwing underarm:</b><br/> explore technique when throwing underarm towards a target.</p> <p><b>Autumn Two</b><br/> <b>Procedural knowledge</b><br/> <b>Athletics</b><br/> <b>Running:</b> explore running at different speeds.<br/> <b>Jumping:</b> develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.<br/> <b>Throwing:</b> explore throwing for distance and accuracy<br/> <b>Striking and Fielding</b><br/> <b>Striking:</b> explore striking a ball with their hand and equipment.<br/> <b>Fielding:</b> develop tracking and retrieving a ball.<br/> <b>Throwing:</b> explore technique when throwing over and underarm.</p> | <p><b>Year 1 Spring</b><br/> Tennis to music. Developing ball skills. Aim. Throwing, catching<br/> <b>Year 1 Autumn</b><br/> Moving and travelling safely. Moving in different directions and speeds.</p> | <p>Moving, stop, start, stretch, fast, slow, high low, space, safely, safety.</p> |

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|  | <p><b>Striking and Fielding</b></p> <p><b>Striking:</b> understand that the harder I strike, the further the ball will travel.</p> <p><b>Fielding:</b> know that throwing the ball back is quicker than running with it.</p> <p><b>Throwing:</b> know which type of throw to use to throw over longer distances.</p> <p><b>Catching:</b> know to watch the ball as it comes towards me.</p> <p><b>Tactics:</b> know that tactics can help us when playing games.</p> <p><b>Rules:</b> know that rules help us to play fairly.</p> | <p><b>Catching:</b> develop co-ordination and technique when catching.</p> |  |  |
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