

St. Peter's CE Primary (& Nursery) – Creative Topic Planning – Year 1 SUMMER 2017

Miss Mills and Mrs Wood	CLASS: 1	TOPIC: THE ARTS	TERM: SUMMER	Expected length of topic: TERM
Core value: JOY/ LOVE		Book: The emperor penguin / The great Kapok tree / POETRY		

<p>KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW Also have book-making as independent activity, e.g. books about buses and journeys. Library Trip: Maps, atlases, Geographical History of the Monarch (Queens)</p> <p><i>Our school?</i></p> <p><i>What is Brazil?</i></p> <p><i>Who reigns?</i></p>			<p>RESOURCES Small world objects Maps Antarctica animal Rainforest animal London buildings Collage station</p> <p>Royal family Time line</p> <p>What types of food would have eaten then and now? Queen I/ II Antarctica Brazil</p> <p>How do they dress? Queen I/ II Antarctica Brazil</p>	<p>USEFUL WEBSITES Espresso: Antarctica: https://central.espresso.co.uk/espresso/modules/t1_passport/antarctica/factfile_intro.html?source=search-all-all-all&source-keywords=antarctica</p> <p>Brazil: https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item972035/grade1/module968486/index.html?source=search-all-all-all&source-keywords=brazil</p> <p>(Contrast – compare countries) Location Animal inhabitants People inhabitants Plant life</p> <p>Queens I/ II: http://www.bbc.co.uk/schools/primaryhistory/famouspeople/famous_monarchs/</p>
<p>Inputs – engaging and exciting the children</p>			<p><i>How could you use P4C in this topic? What other speaking & listening opportunities are there?</i> Journeys – being around other people - respect</p>	<p><i>How will you address the core value that you have identified?</i> Joy and Love: How will you be in the presences of other – space,</p>
<p><i>What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use?)</i></p> <ul style="list-style-type: none"> Small World: Set up as the book corner with bricks, figures and 	<p><i>What will you do on your immersion days/theme weeks?</i> Set up mystery objects from chosen places in class- What</p>	<p><i>What will your role play area look like?</i> Travel agents: passports Ticket templates Graph paper</p>		

<p>animals.</p> <ul style="list-style-type: none"> • Tell own story in groups using props: About being in...Antarctica/ Rain forest Monarchs: Having a tea party in the Palace • Airport: Make tickets – explore journey to Antarctica/ Brazil • How will you travel across the countries, why? • Writing area (being an explorer)– story or letter writing Writing a letter to the queen • Information text – instructions: How to make an igloo, hot chocolate Survival kit in the cold: Draw, caption and label How to make a tree house, Tropical smoothie Survival kit in the heat: Draw, caption, label. How to get to Buckingham palace. • • Book Corner: Books with penguins. • Info book on Antarctica/ Brazil. • Set up book corner as a igloo/ rainforest and encourage children to read on the bus. Poems, Information text. • Phonics: incorporating vocabulary for themes into phonics and spelling • PE: travelling around the room, going to other places. • Library Trip: Broaden book use on geography 	<p>do you think it is? Where do you think it comes from? Play detective leave clues Role play – explorer Hot seating – what would you like to tell us about your journey to... Story whoosh whole class then in groups. Being a Monarch Circle time games – who is it? Follow my leader World map – Childs face (parents come from- how do you get there?) How long is the journey?: Antarctica Brazil Palace</p>	<p>Small world – Countries – Map – land mark features Dictaphones IPad Relevant books – hot and cold Brazil Antarctica Maps Crowns/ capes/ staff</p>	<p>Safety while travelling Working together on projects PHSCE: Journeys and travelling to new places. Sounds in new places Music from chosen countries</p>	<p>noise...? Create a Scenario – Make a diary/ or notes on what you have find. Write about it label it and research what it might be and where it comes from Queen I – Queen II: Time machine: Dress as the character from that time. What did'nt they do then that they do now?</p>
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<p>Where will you go? (trips/visits/visitors)</p> <p>Transport museum</p>	<p>What lessons will you teach outside?</p> <p>D&T – Building an igloo Building a hammock</p> <p>Sci – growing plants cold/ hot places</p> <p>Geo – Where are we? Ant. Brazil: compare similarities and differences – Field work using a compass</p> <p>Maths – counting animals addition and subtraction</p> <p>London Transport Museum – History Past present future</p> <p>Art – Drawing animals Animal mask (papier Mache Creating Fireworks using collages</p>	<p>What writing opportunities are there?</p> <p>Letters – Character role (Eng)- C.letter/ Full stop Stories – An adventure (Eng) Recounts: Outing (Eng) Instructions – Survival kit (Sci) Instruction- follow a recipe, link to (algorithms- Computing) Instructions to direct others on a map Labelling – Maps (Geo), Explorer describing an animals home and its features Information text about (Booklet/ Leaflet: Tour guide of the palace Antarctic is... Brazil is...Landmarks Firework poems Guy Fawkes timeline Guy Fawkes costumes labelling</p>	<p>Outcomes – making the work meaningful and purposeful</p> <p>What are the display /project/home learning opportunities?</p> <p>Dioramas: Antarctica/ Brazil</p> <p>How long was the Journey? Where did you start, where did you finish your journey?</p> <p>Making a 3D: Animal Plant life</p> <p>Royal crown</p> <p>Explorer stories</p>	<p>Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (link to theme week)</p> <p><i>Antarctica/ Brazil – (His/ Geo)) Class assembly</i></p> <p><i>Antarctica Brazil – Recount: Explorer Information: Population Why? Food Why? Animal life Why?</i></p> <p><i>Poetry: Hot and Cold</i></p> <p><i>Information text about a Information text about Monarchy</i></p>
<p>What will you make?</p> <p>Diorama’s: Penguins iyt home, Rainforest animal home 3D map features: contract features Ant/Brazil</p>	<p>What opportunities are there for using technology in your teaching?</p> <p>Espresso – Simple coding program – instructions</p> <p>Looking at information about Ant./ Brazil IPad – Beebot instruction to follow and collect items on the map Beebot toy – follow instructions – programming on Espresso</p>	<p>What legacy will this learning leave?</p> <ul style="list-style-type: none"> • Using skills in a creative way • Developed knowledge of countries – directional skills • Historical events timeline and its importance 		