

Central Idea

This statement ties the learning together to create connections and provide a context across pupils' knowledge.

Humans connect with people and places in our local area.

Words in blue do not link to the central idea.

Lines of Inquiry

These inquiries are the phases of learning that take place, supporting the children to develop their understanding of the central idea.

1. School systems change over time to meet the needs of the modern world. (change)
2. How locals connect with the community (connection)
3. People connect with places to meet their needs (perspective)

Maths

Place value (within 100):

- count to 100 and compare numbers

Money:

- recognise coins and notes and count in coins

Time:

- days and months
- tell the time to the hour and half hour

PSPE

PSHE: Growing and changing; keeping safe

PE: athletics

- problem solving
- master running and jumping movements.
- throwing techniques.
- begin to experience competition.

Computing

Computing contexts: email

- understand what an email is and when it may be used in real life.
- recognise an email address.
- contribute to sending a whole class email to Mrs Stangroom.

Science

Seasonal changes:

- observe the changes of the four seasons
- observe and describe weather associated with the season and how day length varies

YEAR 1 MODULE 6

Social Studies

History: How have people's childhoods changed over time?

Geography: Features of the local area (human and physical). Why do people live in High Halstow?

RE: How should we care for others and the world and why does it matter?

The Arts

Art:

- study and appraise: Andy Goldsworthy and Nils Udo
- collect natural materials to create an assemblage.

English

Text: 'In Every House On Every Street' and 'If I Built a School'

Writing Outcomes:

Non-Chronological Report
Letter
Diary Entry



Apps

Spelling Shed
NumBots
I-Minute Maths
Hit the Button Maths

Visit

- Visit the Young V&A museum to experience childhoods through the ages.
- Visit the Ragged School Museum in London to see a Victorian classroom.

Websites

- BBC Bitesize: How have schools changed?
- Phonics Play
- BBC Bitesize: What are human and physical features?

Get Creative

- Paint a picture of something you like in your local area. It could be a building, a person or even a local woodland.
- Design a High Halstow village or community logo

In the Car

- Read a book.
- Practise number bonds to 5, 10 or 20.
- Practise spelling Year 1 common exception words.

In the Community

- Talk to and ask older people about what their lives were like when they were children.
- Go to a park, library, or local shop to meet people who work there and understand how they help the community.
- Make posters encouraging others to care for shared community spaces

Look Out For

- Books and images showing schools in the past
- TV programmes about seasonal changes

IT

- Send an email to a family member or a friend
- Research schools in the Victorian period and compare them to schools now

Get Outdoors

- Observe the changes that take place between spring and summer in your local area.
- See what human and physical features you can spot on a walk in your local area.