

Year Group Curriculum Planning Overview

Year Group: Y1	Term: 1	Unit: The UK as an island	Timescale: 12 weeks	Values: Honesty/ Responsibility		
Big Question: Is the whole of the UK the same?			Core Text: Lighthouse Stories We're Going on a Bear Hunt			
	Q1	Q2	Q3	Q4	Q5	Q6
<p>Steps to Understanding Questions that help to focus in on answering the Big Question</p>	<p>Where do I live in the UK?</p> <p>Wk 2, 3</p>	<p>When did the seaside become a popular holiday destination and who went there?</p> <p>Visit into school – Traditional</p> <p>Wk 4,5,6</p>	<p>What is the seaside like today?</p> <p>TRIP – Weston</p> <p>Wk – 7,8</p>	<p>How is the seaside different to Dudley?</p> <p>TRIP – walk into Dudley</p> <p>Wk 9,10</p>	<p>What other landscapes are there around the UK?</p> <p>Wk 11,12</p>	<p>Where would you choose to live and why?</p> <p>Wk 13</p>
<p>Core Knowledge What do I want each child to know by the end of each step?</p>	<ul style="list-style-type: none"> To know that I live in Dudley To know that Dudley is in England. To know that England is one of 4 countries in the UK To know the names of the countries in the UK. To know the names of the 4 capital cities. To be able to locate these on a map. 	<ul style="list-style-type: none"> To know that a long time ago people did not travel to the seaside. To know that Queen Victoria was a Queen of the UK from 1837-1901. To know that stream trains being invented enabled people to travel. To know that people began to visit the seaside during Queen Victoria's reign To know what seaside's in the past looked and what people did when they were there. 	<ul style="list-style-type: none"> To know that we now travel by coach or car to the seaside. To know what activities we can do at the seaside. To know what the seaside looks like today. To be able to say/find key features of the seaside. To know that the seaside is on the coast of the uk and that we have many seaside towns around the uk. 	<ul style="list-style-type: none"> To know that Dudley is a town and inland. To be able to say/find key features of Dudley. To know the human and physical features of Dudley and the seaside. To be able to use language to describe and compare Dudley/seaside. 	<ul style="list-style-type: none"> To know that in the UK we have mountains, beach/coast, city, lake. To identify a mountain, city, lake, beach/coast. To know that these are landscapes. 	<ul style="list-style-type: none"> To be able to say where I would like to live. To be able to say why I would like to live there. To be able to draw on features of places/landscapes to support my reasons.

Key Vocabulary	City Town Country England Wales Scotland Northern Ireland.	Queen Victoria Stream train Reign Piers, promenade. Shop Invented Seaside Sand Beach	Piers, promenade. Shop Features Coach Punch Judy Rock Town Coast Beach Cliff Sea Weather	Inland Town Human Physical Features	Hill Mountain City Lake Beach Coast Landscape	Live Life Any previous words/features.
What are the difficulties and misconceptions?	Lack of experience with the seaside or going out/travelling out of Dudley. Communication and language Lack of previous knowledge/understanding that the world is bigger than them.					
Prior Learning:	Reception have previous knowledge about their home and that we live in Dudley. Explored and played with sand, shells, buckets, spades.					
Ignition: How will you begin your unit?	Q2 - Seaside box – with objects to pull out and explore, uses sense to help. Seaside sounds and tastes.					
Rationale:	Children need to have a secure understanding of the locality in which they live. They need to understand the UK is made of 4 countries and that places within the UK do not look the same. They need to be able to come localities ready for year 2 when they will build on this knowledge through??????					
Trips:	Visit to the seaside – 14 th October 2021					

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
1 6.9.21	TRANSITION WEEK					
	WALTs	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz

(Linked to national Curriculum Objectives and skills)					Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
2 13.9.21	To know they live in a house in a country.	Is the whole of the UK the same?	Where do I live in the UK?		<ul style="list-style-type: none"> To know that I live in Dudley To know that Dudley is in England. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: maintain attention and participate in collaborative conversation. (Speaking and Listening – English)		<p>Lesson 1 - WALT: maintain attention and participate in collaborative conversation. (Speaking and Listening – English)</p> <p>Introduce the topic. To gain knowledge of the children’s previous knowledge. Investigation box to pull out objects from the beach. Use both pictures and objects to form a ‘topic table’. Children to discuss different objects, where might they see them? What are they used for?</p> <p>Objects: Bucket and spade Picture of the donkeys Picture of the pier Swimming costume Horse and cart</p>	Feely box Pictures Objects	City Town Country England Wales Scotland Northern Ireland.	Writing sentence about where they live.	Exit ticket: Be able to orally answer the question: Where do you live? What country do you live in?

	<p>AFL - What would they like to learn about over the topic – Do they have any questions that could be answered over the topic e.g. Why do we go to the beach? Can everyone go to the beach? What do we do at the beach?</p>				
WALT: understand I live in Dudley. (Geog)	<p>Lesson 2 - WALT: understand I live in Dudley. (Geog) Begin talking about what the children live in, Is it a house? Flat? Bungalow etc. Where is it located? Is it on a street? Do they know what the street is called? Then connect that the street is in Dudley. MTYT – I live in Dudley. HA – Draw a picture of the house/flat they live in. Write sentence: I live in Dudley. (Give the children the word Dudley) MA - Draw a picture of the house/flat they live in. Model writing sentence: I live in Dudley. (Give the children the word Dudley) LA/ SEN – Draw a picture of the house/flat they live in. Hold a sentence– I live in Dudley. AFL – Talk about key locations in Dudley- Dudley town, Dudley Zoo, Canals.</p>				
WALT: Know that Dudley is in England. (Geog)	<p>Lesson 3 - WALT: Know that Dudley is in England. (Geog) Reflect on yesterday’s lesson- focus on that we live in Dudley. Then expand by</p>				

	<p>looking at Dudley on a map. Explain that Dudley is in England.</p> <p>Have a look at the map – how do we use a map? What does a map tell us?</p> <p>On a map of the UK point out where England is Then where Dudley is in England.</p> <p>MTYT – I live in Dudley.</p> <p>MTYT – Dudley is a town.</p> <p>MTYT – Dudley is in England.</p> <p>MTYT – I live in England.</p> <p>MTYT – England is a country.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3 20.9.21	They live in Dudley. Dudley is in England.	Is the whole of the UK the same?	Where do I live in the UK?		<ul style="list-style-type: none"> • To know that England is one of 4 countries in the UK • To know the names of the countries in the UK. • To know the names of the 4 capital cities. • To be able to locate these on a map. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: understand that the United Kingdom is a union of four countries. (Geog)		<p>Lesson1 - WALT: understand that the United Kingdom is a union of four countries. (Geog)</p> <p>Look at maps of the UK and begin to identify the countries within it.</p> <p>Discuss children’s possible experiences of the countries in the UK.</p>	Map of the UK Pictures of the flags	England Northern Ireland Scotland Wales union united kingdom		Exit ticket for Friday – Children to have pictures of all 4 flags. Children to circle a specific flag when asked.

	<p>Look at the creation of the Union Jack from different component flags. Discuss how union means 'joined together'.</p> <p>HA – To compare St Georges, St Patrick’s and St Andrew’s flag. Design the 3 flags using the given outline then combine the three to complete the Union Jack. T – Note children’s voice- What does the Union Jack represent?</p> <p>HMA - To compare St Georges, St Patrick’s and St Andrew’s flag. Design the 3 flags using the given outline then combine the three to complete the Union Jack. T – Note children’s voice- What does the Union Jack represent?</p> <p>LMA – To compare St Georges, St Patrick’s and St Andrew’s flag. Design the St George’s flag using the given outline and look at features of the St Patrick’s and St Andrew’s flag then combine the three to complete the Union Jack. T – Note children’s voice- What does the Union Jack represent?</p> <p>LA/SEN – TA to work with group to compare St Georges, St Patrick’s and St Andrew’s flag. MTYT – Design the Union Jack flag. Refer to completed flags above. Record pupil voice about the Union Jack.</p>				
<p>WALT: know the names of the 4 countries on the UK. (Geog)</p>	<p>Lesson 2 - WALT: know the names of the 4 countries on the UK. (Geog)</p> <p>Scotland and Northern Ireland Focus:</p>			<p>Writing a fact from each country</p>	

	<p>Using pictures of transport – Use the playground to pretend to be a car, train, coach, ferry, plane. Start in Dudley and visit Scotland / Northern Ireland. Discuss how we might get there. Set up each Year One classroom as either Scotland / Northern Ireland. As children enter the classroom they are immersed with the country they are visiting with the music, smells, taste. Children to explore what the classroom has to offer. All children to have a ‘Passport’ to complete.</p> <p>HA/MA – 2 facts LA/SEN – 1 fact</p> <p>All children to collect stamp of flag as they leave.</p>				
<p>WALT: know the names of the 4 countries on the UK. (Geog)</p>	<p>Lesson 3 - WALT: know the names of the 4 countries on the UK. (Geog)</p> <p><u>England and Wales Focus:</u> Using pictures of transport – Use the playground to pretend to be a car, train, coach. Start in Dudley and visit England / Wales. Discuss how we might get there. Set up each Year One classroom as either England / Wales. As children enter the classroom they are immersed with the country they are visiting with the music, smells, taste. Children to explore what the classroom has to offer. All children to have a ‘Passport’ to complete.</p> <p>HA/MA – 2 facts LA/SEN – 1 fact</p> <p>All children to collect stamp of flag as they leave.</p>			<p>Writing a fact from each country.</p>	
<p>WALT: know a main landmark from each country within the UK (Geog)</p>	<p>Lesson 4 - WALT: know a main landmark from each country within the UK (Geog)</p>				

	<p>Visit the school hall to look at the map of the UK. What do we notice? Where do we live on the map?</p> <p>Draw on what we have learnt from in the classroom – What key landmarks are in each country.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4 27.9.21	Any knowledge of seaside, holidays or day trips out of Dudley. Some children may know we currently have a Queen.	Is the whole of the UK the same?	When did the seaside become a popular holiday destination and who went there?		<ul style="list-style-type: none"> To know that a long time ago people did not travel to the seaside. To know that Queen Victoria was a Queen of the UK from 1837-1901. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: know and understand how national life in UK has changed over time. (History)</p> <p>WALT: understand who Queen Victoria was and know important facts about her. (History)</p> <p>WALT: know why Queen Victoria was a significant individual for travel to the seaside. (History)</p> <p>WALT: use a range of materials creatively. (Art)</p>		<p>Lesson 1 - WALT: know and understand how national life in UK has changed over time. (History)</p> <p>Entry ticket – draw/name/circle 3 things you would take to the seaside.</p> <p>Share a range of pictures for children to explore. TTYP key questions – where are the pictures taken? (Towns, busy working, cooking, cleaning homes, growing veg 100 yrs ago) What are people doing in the pictures? Are they having fun? If not, why? Roads/cars – does it look like people can get around easily? If not, why? How do we think people got about? Did they go</p>	<p>Entry ticket</p> <p>Range of photos to share from the past Home, roads, cooking, cleaning, washing clothes, working.</p> <p>WALT labels for lessons needed.</p> <p>Word banks for lessons needed.</p> <p>BBC bitesize video – Photos of Qv and her life and key information.</p>	<p>Queen Victoria Reign Seaside</p>	<p>Simple captions/hold a sentence about why people did not visit the seaside.</p> <p>Keywords/captions about QV.</p>	<p>Entry ticket – draw/name/circle 3 things you would take to the seaside.</p> <p>Exit ticket/Quiz – 1 - finish the sentence by verbally/ticking/circling people did not visit the seaside a long time ago because...</p> <p>2 – circle Queen Victoria from a choice of 3 famous people.</p>

	<p>far? Did they have cars? Share pictures of washing clothes from 110 yrs ago.</p> <p>MTYT – People a long time ago did not go to the seaside.</p> <p>MTYP – They did not have the money and they did not have cars.</p> <p>MTYP – They spent their time working, cooking and washing clothes.</p> <p>Activity – draw/say/select/write 1 reason why people did not visit the seaside.</p> <p>HA –draw a reason, create a shared caption together – model writing, chn to hold the sentence in their heads and then write. Word banks.</p> <p>HMA – select a picture/reason – hold a given sentence – one word at a time.</p> <p>LMA – select a picture/reason – say why, adult to purple pen in books, chn to add a key word or two e.g no car.</p> <p>LA/SEN – given picture – say why,</p> <p>Lesson 2 – WALT: understand who Queen Victoria was and know important facts about her. (History)</p> <p>Share the video</p> <p>https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk</p> <p>After the video highlight key facts about Victoria – how old she was when she become queen, who she married, how many children she had and how long she was queen for, they age that she died. Add these to the working wall.</p> <p>Activity – share pictures of QV life, model sequencing these events in order.</p> <p>HA – Sequence 4 pictures, add a numbered key word or caption for each one.</p>	<p>Sequence sheets for QV.</p> <p>Templates for QV drawing and writing.</p> <p>Paper plates</p> <p>Wool</p> <p>Range of art and craft materials.</p>			
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HMA - Sequence 4 pictures, add a numbered key word each one.

LMA - Sequence 4 pictures, match key words for each one, then write it.

LA/SEN - Sequence 4 pictures, match key words for each one.

Lesson 3: know why Queen Victoria was a significant individual for travel to the seaside. (History)

Recall back to the learning of lesson 1 about why people did not visit the seaside.

For many, a trip to the seaside was a luxury that only the rich could afford. For them it was a place to promenade along the seafront showing off their finest clothes.

For rich industrialists and their families living in the rapidly growing, dirty, smog filled factory towns, a visit to the coast would have been a welcomed break.

In Victorian times, the working classes worked every day (except Sundays when they were expected to attend church). They were not entitled to take holidays from their jobs and it was only when Bank holidays were introduced by law in 1870 that the working classes were able to enjoy a proper day off.

Explore photos of Queen Victoria at the seaside.

Activity – Draw a picture of Victoria at the seaside. Write 1 reasons why the seaside became popular during Victoria’s reign.

	<p>HA – create a shared caption together – model writing, chn to hold the sentence in their heads and then write. Word banks.</p> <p>HMA – Say 1 reason. Hold a given sentence, one word at a time.</p> <p>LMA – MTYT 1 reason, hold a given caption, one word at a time.</p> <p>LA/SEN – MTYT 1 reason – hold a given word. Fred talk and fingers to spell.</p> <p>Lesson 4: WALT: use a range of materials creatively. (Art) Explore and investigate photos of Queen Victoria’s face. Use words to describe what she looks like – colour of hair, face, eyes, the shape of her face. Using paper plates children to use a range of materials and re-create QV face. Take photos and stick in books alongside portraits of QV. Adults purple pen children voice - what materials they have used.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
5 4.10.21	Different modes of transport. That Queen Victoria was Queen of the UK. That people did not travel to the seaside because they had no way getting there or did not have the money.	Is the whole of the UK the same?	When did the seaside become a popular holiday destination and who went there?		<ul style="list-style-type: none"> • To know that steam trains being invented enabled people to travel. • To know that people began to visit the seaside during Queen Victoria’s reign 	
WALTs		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz

(Linked to national Curriculum Objectives and skills)					Exit Ticket
<p>WALT: name and identify a steam train and know when it was invented. (History)</p> <p>WALT: use painting and drawing to share ideas about steam trains. (Art)</p> <p>WALT: know and understand that the invention of the steam train was a significant national and global event. (History)</p> <p>WALT: to find out when and how seaside holidays became popular. (History)</p>	<p>Lesson 1 - WALT: name and identify a steam train and know when it was invented. (History) https://www.youtube.com/watch?v=Ve2GrQrnVGk Share and watch the Video – Steam trains for children – Geckos real vehicles. MYTP – steam trains and the railway were invented in the early 1840s. MTYT – The first people to invent steam trains were George Stephenson and Richard Trevithick. Activity - Share a collection of pictures of trains on the tables, steam, electric, diesel. Use knowledge from the video and identify all the steam trains, sort them into one group. Take LLN observations. Exit ticket – circle the steam train.</p> <p>Lesson 2 - WALT: use painting and drawing to share ideas about steam trains. (Art) Share the collections of images of steam trains. Model using the paint printing tools and drawing tools to create our own steam trains. Use cotton wool to add the steam. Activity – chn to make their own printed steam train. Print the carriage, use felts to add the doors and windows, add cotton wool to create the steam. Adults Take photos of completed artwork. LLN observations – Q – how have you created</p>	<p>Video Pictures of various trains Pictures of steam trains Cartridge paper Paint Sponges for prints Felt tips Cotton wool WALTs for lesson 3 Sentences for LA/SEN Sheets for lesson 4</p>	<p>Stream train Invented Railway George Stephenson Richard Trevithick Queen Victoria Reign Engine Power Factory Industrial revolution</p>	<p>Simple captions/hold a sentence about why the steam train was important.</p>	<p>Exit ticket/Quiz – 1 - tick/circle the steam train. 2 - finish the sentence by verbally/ticking/circling people began to visit the seaside a long time ago because...</p>

	<p>your steam train? Record children's responses.</p> <p>Lesson 3 - WALT: know and understand that the invention of the steam train was a significant national and global event. (History)</p> <p>Recall the video about the steam train. How was the train powered? Steam?</p> <p>MTYT – steam gave the engine power. It made it move.</p> <p>MTYT – steam engines gave lots of things the power to move.</p> <p>MTYT – Steam power helped factories build and make things quicker.</p> <p>MTYT – This was known as the industrial revolution.</p> <p>MTYT – Steam trains also allowed people to travel quickly to the seaside.</p> <p>MTYT – this means people could get to the seaside now.</p> <p>Activity – create simple sentences about why steam trains were important.</p> <p>HA – create a shared caption together – model writing, chn to hold the sentence in their heads and then write. Word banks.</p> <p>HMA – Say 1 reason. Hold a given sentence, one word at a time.</p> <p>LMA – MTYT 1 reason, hold a given caption, one word at a time.</p> <p>LA/SEN – MTYT 1 reason – hold a given word. Fred talk and fingers to spell/Cut up sentences.</p> <p>Lesson 4 - WALT: to find out when and how seaside holidays became popular. (History)</p>				
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	<p>Explore photo packs of QV at the seaside. Recall previous learning of significant events of steam train being invented and the industrial revolution. Recall vocab of Victorian era.</p> <p>MTYT: People started going to the seaside in the Victoria era.</p> <p>Using three large pictures, in groups sequence in order seaside holidays becoming popular.</p> <ol style="list-style-type: none"> 1) Steam train 2) Industrial revolution 3) Queen Victoria <p>Activity - Chn to sequence their own pictures in books.</p> <p>HA/HMA – Write labels for the 3 pictures Ind using models/word bank.</p> <p>LMA – cut and stick labels to match 3 pictures.</p> <p>LA/SEN – draw lines to match 3 pictures to label.</p> <p>Exit ticket – Question in books, chn to verbally finish it with adults to scribe – People began to visit the seaside because ...</p>				
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
6 11.10.21	That people began to travel to the seaside on the steam train. That George Stephenson invented the steam train during a	Is the whole of the UK the same?	When did the seaside become a popular holiday destination and who went there?	<ul style="list-style-type: none"> • To know what seaside's in the past looked like and what people did when they were there.

<p>time called the industrial revolution. Queen Victoria's parliament introduced the Bank holiday (Bank holiday act 1871), this with the steam train gave people the time and the means of travel to get to the coast.</p>					
WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: understand and show an awareness of what seaside towns and holidays were like in the past. (History)</p> <p>WALT: WALT: use our voices expressively to a sing a song (Music)</p> <p>WALT: understand the basic geographical features of a seaside town. (Geography)</p>	<p>Lesson 1 - WALT: understand and show an awareness of what seaside towns and holidays were like in the past. (History)</p> <p>Explore and share the videos from the Magic Grandad series. The promenade - https://www.youtube.com/watch?v=RZIL77ZfXkl The Beach - https://www.youtube.com/watch?v=zWgnpY4L9so</p> <p>Share pictures of the buildings and how towns were set along the seafront, prom and pier. Identify the main features of seaside towns from the past – pier, prom, old building. TTYP: say what a seaside town had in the past. Explore the hall/classrooms set up as a seaside town – Chn to visit the stalls and take part in seaside holidays activities.</p> <ol style="list-style-type: none"> 1) Buy rock. 2) Punch and Judy show 3) Eat ice cream 4) Sample fish and chips 5) Walk the prom 	<p>Photos YouTube videos Stalls and tables Workshop booked/self-run organised. Ipad = photos of workshop day WALTS for writing Seaside sounds YouTube video of song LLN obs Features of seaside town photos Pc photos ready for art Cartridge paper Glue Scissors Pencils and pencil crayons WALTs for lessons Post its for writing.</p>	<p>Piers, promenade. Shop Sand Beach Seafront Rock Punch and Judy Seagull Brass bank Features Man-made Natural Physical Human</p>	<p>Lists of activities of the seaside of past.</p> <p>Labels of physical and human features.</p>	<p>Exit ticket/Quiz</p> <p>1 – tick the 2 images of seaside's from the past. 2 – Say 2/3 things that people did at the seaside in the past. 3 – tick a physical features, tick a human feature.</p>

6) Take photos
***Possible workshop into school**

Follow up activity:
Recall the activities we can do at the seaside, model a shared list of what people did a long time ago at the seaside. Next to photos of our workshop.

HA – write 3 things in a list that people did at the seaside. Ind, word banks.

HMA – write 2 things in a list that people did at the seaside. Model, hold the word, then write.

LMA – Say 2 things in a list that people did at the seaside. Adult scribe, chn to write underwrite.

LA/SEN – say 2 things people did at the seaside. Adult scribe, chn to write initial sounds of each.

Exit ticket – tick the photos of seaside from 100 years ago.

Lesson 2 - WALT: use our voices expressively to a sing a song (Music)
Explore and listen to sounds from the seaside.
Seagulls, prom music, brass bands, people talking, splashing in the sea.
Introduce song 'I do like to be beside the seaside' A Victorian seaside song from 1907.
<https://www.youtube.com/watch?v=FtHIM66x-FM>
Unpick new words and vocab, dance and move our bodies to the music.
Learn the words and then sing while walking across the 'prom'

	<p>Take photos – LLN Q – what do you like about the song? Do you think the person is happy and the seaside? Why?</p> <p>Lesson 3 - WALT: understand the basic geographical features of a seaside town. (Geography)</p> <p>Explore the pictures packs of seaside towns. Name and identify the features – prom, pier, old buildings, beach, sand, rock, rockpool. Include photos of seaside towns and beaches. Identify physical and human features.</p> <p>Activity – model using a range of pictures of seaside features and building own seaside town. It must include pier, prom, beach, model cutting and sticking and adding drawings.</p> <p>Working in groups, chn to create their own seaside town scape, using a range of given and drawn features.</p> <p>HA/HMA – write post it labels to name the features and add to PC artwork in books.</p> <p>LMA – With support write post it labels to name the features and add to PC artwork in books.</p> <p>LMA – With support say features and write initial sound on a post it.</p> <p>Exit ticket - tick a physical, features, tick a human feature.</p>				
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
7 18.10.21	Any previous seaside/beach holidays.	Is the whole of the UK the same?	What is the seaside like today?	<ul style="list-style-type: none"> To know that we now travel by coach or car to the seaside.

				<ul style="list-style-type: none"> • To know what activities we can do at the seaside. • To know what the seaside looks like today. 	
WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: know what the seaside looks like today. (Hist)</p> <p>WALT: identify physical and human features of the seaside. (Geog)</p>	<p>Wednesday – school trip to Weston.</p> <p>WALT: know what the seaside looks like today.</p> <p>WALT: identify physical and human features of the seaside.</p> <p>Whilst on the trip point out that we are travelling by coach. Would we be able to walk?</p> <p>In smaller groups whilst at the beach children to visit a traditional shop on the Sea front to buy some 'Rock' then to stand on the pier. To have a look from the end of the pier back at the sea front. What does it look like? Point out key features.</p> <p>In pairs, complete tick sheets of the features that we spot.</p> <p>Inset day on last day of term – no topic lesson.</p>	<p>Buckets and spades</p> <p>Tick sheets</p> <p>Risk assessment completed</p> <p>Pencils</p> <p>Toilet passes</p> <p>Consent letters sent out.</p>	<p>Piers, promenade.</p> <p>Shop</p> <p>Features</p> <p>Coach</p> <p>Punch Judy</p> <p>Rock</p> <p>Town</p> <p>Coast</p> <p>Beach</p> <p>Cliff</p> <p>Sea</p> <p>Weather</p>		

Half Term

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
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8 1.11.21	Know that we went to the beach. Remember our experience of the beach. To know what people did at the beach in the past.	Is the whole of the UK the same?	What is the seaside like today?		<ul style="list-style-type: none"> • To know what activities we can do at the seaside. • To know that the seaside is on the coast of the uk and that we have many seaside towns around the uk. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Compare the seaside today to seaside's in the past. (History)		<p>Lesson 1: WALT: Compare the seaside today to seaside's in the past. (History) Look at pictures from the seaside last week. Talk about what activities we did at the seaside. What activities did they enjoy? Model writing list of activities. (20 minutes for children to complete) HA/HMA: List activities that happen at the seaside – Draw picture. Adult to model list. LMA: with support write a list of 3 activities we do at the beach now. Draw a picture. LA/SEN – To draw a picture of us at the beach last week (Use pictures to support) Adult to scribe what the child says.</p> <p>Bring pictures back together, now compare to previous learning. Make comparisons to when went to the beach to a long time ago – What is the same? What is different?</p> <p>Adult to scribe children's comparison in smaller groups.</p>	Photo packs of seaside's from the past. WALTs for lesson 1 Pencils and crayons Maps Atlases Sheets/maps to colour Card Tape Masking tape Scissors	Piers, promenade. Shop Features Coach Punch Judy Rock Town Coast Beach Cliff Sea Weather	List of activities at the beach.	Say 1 activity that's the same at the beach today and 1 activity that is different.
WALT: use maps and atlases to identify and locate coastlines around the UK. (Geog)		Lesson 2 - WALT: use maps and atlases to identify and locate coastlines around the UK. (Geog)		Coast		

	<p>Share and explore google maps, look at the uk as whole, identify its shape, take note of the water that surrounds us. M/T/Y/T – the UK is an island M/T/Y/T – it is surrounded by water M/T/Y/T – the UK has lots of coastlines and seaside towns. Follow and trace the coastline of the UK, begin at Weston, referring back to our trip. Children to then use maps and atlases to explore the UK, look at shapes, colours. Can we remember the countries we found that are in the UK? Can we identify any of the capital cities? Children to work in partners and trace the coastline. Activity – model using a map of the UK, using colours suitable for maps, identify the seas/oceans by colouring in blue, identify inland using greens and browns, use yellows to identify the coastlines around the edge of the map. Children to create their own maps, add other seaside towns by labelling in the approximate position. HA – Add 3 other seaside towns HMA – Add 2 other seaside towns LMA – Add 1 other seaside town LA/SEN – add 1 other seaside town, cut and stick</p>				
<p>WALT: select from and use a range of tools and equipment to create a cardboard ice cream. (DT)</p>	<p>Lesson 3 - WALT: select from and use a range of tools and equipment to create a cardboard ice cream. (DT)</p> <p>Children to follow instructions to make a cardboard ice cream. Use M/T/Y/T for each step, children to score, cut, roll and tear.</p>				<p>Match the tool to the correct name/name the tools.</p>

	<p>Art work inspired by Darrell Wakelam. Question – What skills did you use to create your ice-cream? Exit ticket – match/identify tools to their names</p> 				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
9 8.11.21	Daily walk or drive to school	Is the whole of the UK the same?	How is the seaside different to Dudley?		<ul style="list-style-type: none"> To know that Dudley is a town and inland. To be able to say/find key features of Dudley. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: use aerial photos to help recognise our school and features of our local area. (Geog)</p> <p>WALT: use observational skills to identify features of our local area. (Geog)</p>		<p>Lesson 1 – WALT: use aerial photos to help recognise our school and features of our local area. (Geog)</p> <p>Introduced concept of an aerial photo by using google maps, zoom into the school site using postcode. In groups/partners chn to use laminated tick sheet/photos,</p>	<p>Aerial maps of school site.</p> <p>Laminated bingo sheet of features.</p> <p>Aerial photo sheets, differentiated as needed, vocab for</p>	<p>Aerial</p> <p>Feature</p> <p>Human</p> <p>Physical</p> <p>Observe</p> <p>Local</p> <p>Area</p> <p>Grounds</p>	<p>Sentences, captions, words, initial sound of how maps were devised.</p>	<p>Highlighted vocab on aerial maps.</p>

<p>WALT: name key human and physical features of our local area. (Geog)</p> <p>WALT: devise a simple map of our walk to Dudley town. (Geog)</p>	<p>when they see a feature then can name and recognise on our school site, tick it.</p> <p>Activity – Using aerial photos chn to find the names features by circling/ticking or highlighting. Staff to highlight vocabulary chn can use to name and identify features on their sheet.</p> <p>HA – find 6 features Ind</p> <p>HMA – find 4 features TA</p> <p>LMA – find 3 features T</p> <p>LA/SEN – find 2 features T</p> <p>Lesson 2 and 3 - WALT: use observational skills to identify features if our local area. (Geog)</p> <p>WALT: name key human and physical features of our local area. (Geog)</p> <p>In classes go on a walk to Dudley town centre.</p> <p>Before we set off introduce some of the human and physical features that we may see along the way.</p> <p>As we walk staff to draw out language of the key human and physical features of our local area.</p> <p>Chn to walk and work in pairs as we walk, using laminated sheets of humans and physical features of the walk, chn to talk about and tick the ones they can see and name.</p> <p>As we walk, stop at named points, (risk assessed to ensure safety) to ensure adults can draw out the language and chn have the opportunity to identify and name.</p> <p>(Evidence – ensure laminated sheet has date and WALT at the top, these to be photocopied for books once back in</p>	<p>staff to highlight on sheet</p> <p>Risk assessment completed.</p> <p>Laminated features sheet for walk – date and WALT included.</p> <p>Whiteboard pens</p> <p>High viz jackets</p> <p>Ipad for photos</p> <p>Sugar paper</p> <p>Felts</p> <p>Small photos of key features for maps</p> <p>Glue sticks</p> <p>Scissors</p> <p>Maps sheets pages, spaces for sentences/key words</p>	<p>Site</p> <p>Playground</p> <p>Muga</p> <p>Climbing frame</p> <p>Field</p> <p>Car-park</p> <p>Road</p> <p>Bridge</p> <p>Lights</p> <p>Shops</p> <p>Market</p> <p>Crossing</p> <p>Trees</p> <p>Grass</p>		
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	<p>school – alongside a photo of partners on the walk)</p> <p>Lesson 4 - WALT: devise a simple map of our walk to Dudley town. (Geog) Using google maps again retrace our steps from our walk to Dudley town centre. Model using the features we saw and the route we took to create my own simple map. Talk about loud as adult draws – I walked down the road and crossed over where I saw grass (add these features on my map) continue until the map is complete.</p> <p>Activity - Chn to then create their own maps. Use large sugar paper, felts, and photos of the features we identified. Once complete chn to transfer to A4 sheets.</p> <p>HA – add a simple sentence about how they created their map.</p> <p>HMA – add a simple caption.</p> <p>LMA – add a key word.</p> <p>LA/SEN – initial sounds - adult to scribe how they created their map in chns words.</p>				
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
10 15.11.21	Visit to Weston Walk to Dudley town centre Simple map work and aerial photo knowledge.	Is the whole of the UK the same?	How is the seaside different to Dudley?	<ul style="list-style-type: none"> • To know the human and physical features of Dudley and the seaside. • To be able to use language to describe and compare Dudley/seaside.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: name key human and physical features of our local area and the seaside. (Geog)</p> <p>WALT: understand geographical similarities and differences between Dudley and the seaside. (Geog)</p> <p>WALT: generate and communicate ideas about the design of a pier through talking and drawing. (DT)</p> <p>WALT: select and use a range of tools, equipment and materials to construct a pier. (DT)</p>	<p>Lesson 1 - WALT: name key human and physical features of our local area and the seaside. (Geog) Recall back to the topic working wall and the photos of human and physical features of Dudley and the seaside, using thumbs/coloured yes/no, green/red cards, chn to answer questions about which features can be found where. Activity - Using large sorting hoops, labels and pictures, in groups sort the features into the correct place – Dudley/seaside. As we sort chn to name the human/physical feature. In books, chn to sort features into hoops using own pictures - Dudley, seaside, or both. HA – sort 10 features. HMA – sort 8 features LMA – sort 6 features LA/SEN – sort 4 features.</p> <p>Lesson 2 - WALT: understand geographical similarities and differences between Dudley and the seaside. (Geog) Recall previous learning about the features that we found that were the same and different between Dudley and the Seaside. Activity – model using a list to help show our understanding of the similarities and differences – using these two headings write a list together of the human and</p>	<p>Human and physical features photos Red/green flashcards Sorting hoops Small pictures of features Sheet for sorting, including photos Word banks of features WALT labels lesson 2, WILFS for lesson 2 (English) Photos of pier – variety of designs Templates for designs with WALT added – space for writing Cardboard boxes Thick cardboard Tape Masking tape Glue Scissors</p>	<p>Human Physical Feature Same Different Similar Difference Similarities Pier Pillar Jut Above Support Structures strong</p>	<p>Sentences/captions for similarities and differences.</p> <p>Sentences/captions for pier design</p>	<p>Use of green/red cards</p>

	<p>physical features. Chn to create their own written lists of similarities and differences.</p> <p>HA – use word banks of all features – write own.</p> <p>HMA – use words banks – Work with T.</p> <p>LMA – MTYT, hold a word, adult scribe, remove and chn to write – work with T.</p> <p>LA/SEN – MTYT, hold a word, find picture to match, stick in the correct list, add initial sound.</p> <p>Lesson 3 - WALT: generate and communicate ideas about the design of a pier through talking and drawing. (DT)</p> <p>Explore the range of pictures of piers from across the UK. Chn to identify in groups the features that a pier has – pillars to support, raised above the water, juts out above the water, platforms for people to walk.</p> <p>Activity – using the pictures to help, chn to draw their own pier, ensure it has all the features listed about. Try out a few designs on pillars, decoration etc.</p> <p>HA/HMA – add simple caption about design.</p> <p>LMA/LA/SEN – add key words or adults scribe about design.</p> <p>Lesson 4 - WALT: select and use a range of tools, equipment and materials to construct a pier. (DT)</p> <p>Refer back to our designs yesterday – describe in groups/partners how we could use a range of cardboard and tools to create our own 3D pier.</p> <p>Activity – chn to work in small groups, using the range of materials, groups to</p>				
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	construct their own pier. Ensuring it has pillars for support, a platform to walk and that it could go above water. Photos and look listen and notes.				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11 22.11.21	Human and physical features of local area and seaside	Is the whole of the UK the same?	What other landscapes are there around the UK?		<ul style="list-style-type: none"> To know that in the UK we have beach/coasts and mountains. To know that these are landscapes. To identify a beach/coast and mountain. 	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: name key human and physical features of a coastline and a mountain landscape. (Geog)</p> <p>WALT: develop techniques for colour, line, texture and shape to create a landscape. (Art)</p>		<p>Lesson 1 – WALT: name and compare the human and physical features of a coastline and mountain landscape. (Geog)</p> <p>Share the range of videos from country file of the various coastlines of the UK and the Mountains of the UK.</p> <p>Activity – In groups, chn to sort the different landscapes into Coastline/Mountain. In books, chn to select one of each landscape and then name, write a label with a feature.</p> <p>HA – name and label Ind using word banks to support.</p> <p>HMA – name and label, with T, hold a word.</p>	<p>https://www.countryfile.com/photography/virtual-escapes-britains-shimmering-shores/</p> <p>https://www.countryfile.com/photography/virtual-escapes-majestic-mountains/</p> <p>Landscape pictures for sorting Sorting hoops Word banks Photos for books LMA/LA/SEN sheets for labelling</p> <p>Sketchbook Paint Paintbrushes</p>	<p>Landscape Human features Physical features label Coastline Mountain Hill Beach Coast Draw Sketch Faint Layer Depth</p>	<p>Labelling features of the landscape.</p> <p>Children reflecting on what technique they will use.</p>	<p>AFL – sheet sorting.</p>

	<p>LMA – select correct word to label, cut and stick. Write initial sound. LA/SEN – match correct words to label by drawing lines.</p> <p>Lesson 2 – WALT: develop techniques for colour, line, texture and shape to create a landscape. (Art)</p> <p>Model skills – draw a faint outline of where I would like by coastline landscape features to be. Model adding sand to yellow paint to give it texture. Model adding different material of the water to give depth. Chn to then use a range of materials to create landscapes Coast lines – use paint, add sand, add materials</p> <p>Model skills – draw faint outline of where I would like my mountain and features to be on the page. Model using pastels, building them up to create different colours and layers. Mountain – pastels, blend colours</p> <p>Adults – take photos of chn while they create to add to their sketch book. Chn to add a reflection What technique have you used?</p>	<p>Sand Range of materials in blue, gold. Pastels WALT labels for sketch books</p>			
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
12 29.11.21	Human and physical features of local area and seaside Landscape exploring from last week	Is the whole of the UK the same?	What other landscapes are there around the UK?	<ul style="list-style-type: none"> • To know that in the UK we have city, lake • To identify a city, lake. • To know that these are landscapes.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: name key human and physical features of a city and lake landscape. (Geog)</p> <p>WALT: develop techniques for shape, form and space to create a city landscape. (Art)</p> <p>WALT: use a range of materials to create a lake landscape. (Art)</p>	<p>Lesson 1 – WALT: name and compare the human and physical features of a coastline and mountain landscape. (Geog)</p> <p>Share the range of videos from BBC iplayer on lake district and you tube video of city landscapes.</p> <p>Activity – In groups, chn to sort the different landscapes into lae/city. In books, chn to select one of each landscape and then name, write a label with a feature.</p> <p>HA – name and label Ind using word banks to support.</p> <p>HMA – name and label, with T, hold a word.</p> <p>LMA – select correct word to label, cut and stick. Write initial sound.</p> <p>LA/SEN – match correct words to label by drawing lines.</p> <p>Lesson 2 - WALT: develop techniques for shape, form and space to create a city landscape. (Art)</p> <p>Share the pictures of various city landscapes. Draw out the features that we would need in our own city.</p> <p>Model skills – using range of junk modelling, model how to shape to creates forms and space.</p> <p>Working in groups children to create their own city landscapes in 3D junk modelling.</p>	<p>https://www.bbc.co.uk/iplayer/episode/m000n23h/countryfile-the-lake-district</p> <p>https://www.youtube.com/watch?v=TAcqZOtmBfw</p> <p>Landscape pictures for sorting Sorting hoops Word banks Photos for books LMA/LA/SEN sheets for labelling Sketch book Junk modelling Glue Tape Masking tape scissors Paint Paintbrushes Range of materials in blue, gold. Pastels WALTs for sketch books</p>	<p>Landscape City Lake Human features Physical features Label Draw Sketch Faint Layer Depth</p>	<p>Labelling features of the landscape.</p> <p>Children reflecting on what technique they will use.</p>	<p>Exit ticket- children to give a feature of a given landscape.</p>

	<p>Adults to take photos of models as they happen, add to books alongside LLN observations.</p> <p>Lesson 3 - WALT: use a range of materials to create a lake landscape. (Art)</p> <p>Model skills – draw a faint outline of where I would like by lake landscape features to be. Model adding different material of the water to give depth. Chn to then use a range of materials to create landscapes, all materials available to chn to create their own lake landscape.</p> <p>Chn to add a reflection What technique have you used?</p> <p>Exit tickets – adults to describe and name a landscape, chn to then tick/say a human and physical feature of that landscape.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
13 6.12.21	Knowledge of different locations within the UK Knowledge of different landscape within the UK Human and physical features of various parts of the UK. Name of the 4 Countries in the UK	Is the whole of the UK the same?	Where would you choose to live and why?		<ul style="list-style-type: none"> • To be able to say where I would like to live. • To be able to say why I would like to live there. • To be able to draw on features of places/landscapes to support my reasons. 	
WALTs		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz

(Linked to national Curriculum Objectives and skills)					Exit Ticket
<p>WALT: communicate geographical information through drawing, talking and writing (Geog)</p>	<p>Lesson 1 - WALT: communicate geographical information through talking and writing (Geog) Recall through discussion and sharing pictures all the places we have discovered within the UK, recall and name the landscapes In two key worker groups – chn to talk and describe about the things that would be good/bad positive/negative about living in a particular area/place/landscape. Share these on the working wall Adults – take LLN to be added to children work later on in the week.</p> <p>Lesson 2 - WALT: communicate geographical information through drawing, talking and writing (Geog) Briefly review our positive/negatives about various landscape. Model – I would like to live... I would like to live...because it has... TTYP – tell them where you would like to live and why. Encourage chn to use the language of the human and physical features of these places to justify their answers. Activity – display a photo for each type of landscape/place we have discovered. Chn to draw the landscape they would like to live, remember to draw details of human and physical features of the place.</p>	<p>Large/A3 paper for discussions Felt tips Photos of landscapes and places from the topic Sheets for drawing landscapes – WALT added – A5 WALTs for writing Word banks</p>	<p>Place Landscape Reason Where Why</p>	<p>Sentence/caption of where they would like to live and the reasons for this.</p>	<p>End of unit quiz.</p>

	<p>Lesson 3 - WALT: communicate geographical information through drawing, talking and writing (Geog) Referring back to my drawings from previous lesson, chn to the tell their partner again where they would like to live. Model again – MTYT – I would like to live...because it has... Chn to then add sentences/captions to their writing to say why they would like to live in a particular place, drawing on human and physical features to justify their reasons. Adult to model and scribe example sentences first. HA – add a simple sentence, use word banks. HMA – add simple caption, use words banks LMA – hold a simple caption/word. LA/SEN – add key words.</p> <p>AFL – final quiz of 4 different landscapes 4 countries Human and physical features.</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
14 13.12.21	Christmas week					
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

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Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips –
Wk2	Phonics Assessments	Wk9	Trips – Walk to Dudley (Tues/Wed)
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips – Weston 19 th Parents Evening Thursday 21st October Inset Friday 22 nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser