

# Year 1 History and Geography Learning Challenges 2023-24

Autumn 1 Part 1 <u>Transition</u>	Selection of transition activities moving from EYFS to Year 1	Autumn 1 Part 2 <u>What would the 'Go Jetters' find exciting about Over Hulton?</u> Geography Link	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the United Kingdom and its countries. Children to know their own home address. Learn about different types of houses.
English Link	Writing simple sentences about themselves including likes & dislikes.	English Link	Children to think of a number of questions they would ask The 'Go Jetters' if they came to visit. Writing Letters to the 'Go Jetters'. Making an information poster about Over Hulton.
Maths Link	Links with age & number. How old will I be on my next birthday? How old was I last year? Etc.	Maths Link	Links with addresses and number.
Creative Art Link	Oil Pastel self- portraits.	Creative Art Link	Children will talk about local Landmarks & create a water colour painting of Rivington Pike .
Expressive Art Link	Singing traditional nursery rhymes.	Expressive Art Link	N/A

Computing Link		Computing Link	<p>Make a map of our local area for Bee-bot.</p> <p>Create a pictogram to show the different types of houses we live in.</p>
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<p>Autumn 2</p> <p><u>What toys did Grandma &amp; Grandad play with?</u></p> <p>History Link</p>	<p>Identify old and new toys in pictures</p> <p>Sort old and new toys</p> <p>Talk about how toys were different when their grandparents were little.</p> <p>Discuss how school was different 'long ago'.</p> <p>Put some familiar household objects in chronological order.</p>	<p>Spring 1 &amp; 2</p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <p>Geography Link</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Keep an on-going record of the weather in their locality; they could include rainfall, temperature, cloud cover, etc.</p> <p>In addition, more able pupils could find out the temperature in certain parts of the world.</p> <p>Use exciting Vocabulary: equator; poles; centigrade; meerkats; Kalahari; freezing point, etc.</p>
English Link	Writing a letter to their grandparents (or a familiar 'older adult'.	English Link	<p>Listen to and enjoy the story 'Meerkat Mail' as well as enjoying a variety of non-fiction texts.</p> <p>Write a recount about a trip to Smithills Farm.</p>
Maths Link	<p>Toy shop</p> <p>Using Money and recognising coins.</p>	Maths Link	Consider temperature and how it is measured, create charts from data gathered.

Creative Art Link	Make a moving toy (Pantin) Make a cup and ball toy	Creative Art Link	Mixing paint to create hot and cold paintings. What do we mean by hot and cold colours?
Expressive Art Link	Learn a dance based on a clockwork slider.	Expressive Art Link	Movement work focusing on the way Meerkats move. How can we recreate a Meerkat dance?
Computing Link	Develop an awareness of healthy use of technology for leisure	Computing Link	N/A

<p>Summer 1</p> <p><b><u>Where did the wheels on the bus go?</u></b></p> <p>History Link</p>	<p>Pupils should continue to develop an awareness of the past and the ways in which it is similar to and different from the present. Putting vehicles in chronological order.</p>	<p>Summer 2</p> <p><b><u>Where would you prefer to live England or Australia?</u></b></p> <p>Geography Link</p>	<p>Begin to use comparative language to talk about England &amp; Australia. Further develop understanding of Hot &amp; Cold Countries.</p>
English Link	<p>Many opportunities through descriptive writing. There are also many opportunities to carry out research about old and new vehicles.</p>	English Link	Create a travel brochure about Australia.
Maths Link	Children to have the opportunity to carry out a traffic survey. (tally charts)	Maths Link	Collecting data about our favourite animals to make a pictogram.
Creative Art Link	Children to design and make a vehicle.	Creative Art Link	Create a picture of an Australian animal in in the style of Aboriginal 'pointillism' art

Expressive Art Link	Create our own version of 'The Wheels on the Bus.' song.	Expressive Art Link	Explore traditional Australian instruments.
Computing Link			

## Religious Education in Year 1 2023-24

Note: RE in a Church school should make up 5% of overall curriculum time.

KS1= 36 hours (one hour per week) **AS A MINIMUM**

**Non-Christian Faith Units should take up 20% of teaching time. (7hrs) At St Andrew's, we focus on Judaism & Islam.**

*NB...Multi-faith week is in addition to these hours.*

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>  <b>Autumn= 14 hrs</b> <b>Spring= 11 hrs</b> <b>Summer= 12 hrs</b>  <b>TOTAL= 37 hrs</b> <b>NCFU=5 hrs</b>	<b>1.1</b> Harvest. How can we help those who do not have a good harvest? (3hrs) <b>Plus NCFU Harvest (2hrs)</b>  <b>1.9</b> My world, Jesus' world (4hrs)  <b>1.3</b> Christmas- Why do we give and receive gifts? (5 hrs)	<b>1.4</b> Jesus was Special (6 hrs)  <b>1.5</b> Easter- celebrating new life and new beginnings (5 hrs)	<b>1.7</b> Why is baptism special? (4hrs) <b>Followed by NCFU Birth Rites</b> (3 hrs)  <b>1.2</b> God & Creation (5 hrs)

# Computing in KS1 – 2023-24

## GRAPHICS

- Use various tools such as brushes, pens, rubber, stamps and shapes.
- Draw using a good level of mouse control.
- Save, retrieve and print work.



## TEXT

- Use spacebar, shift, caps lock, backspace, delete, arrow keys and enter.
- Start to format text including font, colour and size.
- Start to use two hands when typing.
- Word process short texts to present.



## MULTIMEDIA

- Record sound at and away from a computer.
- Use software to record sounds.
- Change sounds recorded.
- Save, retrieve and edit sounds.
- Begin to use green screen technology to present work.
- Create an animated eBook aimed at a target audience.
- Combine text, images and sound on each page.



### PROGRAMMING/BEE-BOT

- Give commands including forwards, backwards, turn  $\frac{1}{4}$  and  $\frac{1}{2}$  left and right.
- Explore what happens when a sequence of instructions is given.
- Programme a set of instructions to move Bee-Bot from one place to another on a mat.
- Begin to de-bug a set of instructions.
- Begin to use the word algorithm.
- Start to predict programs.
- Navigate Scratch Jr. Programming environment.



### INTERNET

- Talk about websites they have been on.
- Explore a website by clicking on the arrows, menus and hyperlinks.



### EMAILS








- Recognise an email address.
- Find the @ key on the keyboard.
- Contribute to a class email.
- Open and select to reply to an email as a class.



### E-SAFETY

- Consider other people's feelings on the Internet.



<ul style="list-style-type: none"> <li>• Make decisions about whether or not statements found on the internet are true or not.</li> <li>• Identify devices that can be used to search the Internet.</li> <li>• Identify what things count as personal information.</li> <li>• Identify when inappropriate content is accessed and act appropriately.</li> <li>• Recognise that a variety of devices can be used to connect a number of people.</li> </ul>	   
<p style="text-align: center;"><b>DATA</b></p> <ul style="list-style-type: none"> <li>• Collect information and add that information to a pictogram.</li> <li>• Enter information/pictures into a simple spreadsheet.</li> </ul>	 
<p style="text-align: center;"><b>EVERYDAY TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• Recognise various forms of technology inside and outside of the home.</li> </ul>	
<p style="text-align: center;"><b>PHOTOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Take a photograph of a friend.</li> <li>• Crop an image.</li> <li>• Start to use other tools to improve the picture</li> </ul>	