



Dore Primary School

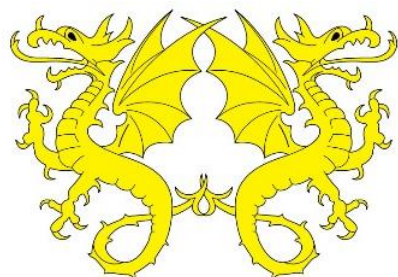
Y1 Learning Journey 2

R.E.S.P.E.C.T.



<p>Purpose of Learning Journey</p> <p>(ENDPOINTS): Substantive knowledge children will know: Disciplinary knowledge children will know how to/ will be able to:</p>	<p>D & T Children will design a purposeful, functional, appealing moving picture for themselves and other users from a design criterion (<i>hedgehog moving picture</i>). Children will explore and use mechanisms (<i>levers and sliders</i>). They will develop, model and communicate their ideas through talking and drawing (<i>children will design their moving picture</i>). Children will make their moving picture using a range of tools and equipment to perform the task using a range of materials (<i>cutting, joining and finishing</i>). They will then evaluate their ideas and products against a design criterion (<i>Using technical knowledge</i>). Children will build structures and explore how they could have improved their picture. (<i>stronger, stiffer and more stable</i>).</p> <p>Science Children will name and identify a common animal (<i>hedgehogs within their local environment</i>).</p> <p>Geography Children will identify seasonal and daily weather patterns in the United Kingdom (<i>autumn and winter</i>)</p> <p>History Children will be able to identify a significant individual from the past who has contributed to national achievements. (<i>Mary Seacole</i>). Children will compare a national and international individual (<i>Mary Seacole and Florence Nightingale</i>). Children will know where these people and events fit within a chronological framework (<i>Crimean War</i>). Children will identify similarities and differences between ways of life in different periods (<i>1853- 1856</i>).</p>
<p>Links to Prior Knowledge:</p>	<p>FS1/2 – UoW– significant people in their lives / who helps you; UoW – seasonal change ; People and communities – celebrations / Festivals; wellbeing – who helps keep me safe</p>
<p>Links for Relevance and Currency:</p>	<p>Black history month ; bonfire night ; Diwali ; Remembrance day ; Children in Need</p>
<p>Immersion Event / Activity:</p>	<p>Role play – Christmas workshop / Mary Seacole statues / Don't hog the hedge story / making poppies/ Infant Christmas sing along/Seasonal walks (autumn and winter)</p>
<p>Celebration of Learning:</p>	<p>Hedgehog posters ; Mary Seacole statue; Home learning – timelines ; Tasting Session – religious festivals, Christmas Craft</p>
<p>English Links:</p>	<p>Hedgehogs – non-fiction report / 10 little lights – celebrating differences / Black history month stories / songs</p>
<p>Maths Links:</p>	<p>3d shapes link when creating parts of the clay sculptures</p>

Subject	Lesson	Key Knowledge or Skill (Taken from CQ milestone or scheme of work)	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
<p>Science</p> <p>Geography</p>	<p>1</p>	<p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</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>Reflect on the questions “What does R.E.S.P.E.C.T mean?” “How can children show respect to others?” “How do we feel when people treat us with respect?”</p> <p>Learn about animals’ (including humans) basic needs. (Food, water, shelter, air). Discuss seasonal change challenges for survival as we move into Autumn and Winter. Learn about hedgehogs and reflect on how we</p>	<p>Children will know animals’ basic needs. Children will know actions that are responsible/respectful. Children will be able to ask simple questions to develop their understanding about seasonal change and its challenges for animals.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>



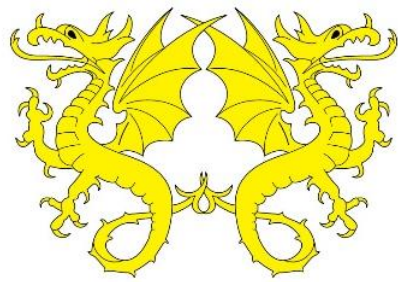
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			can be responsible citizens to help improve their chances of survival.						
	2	Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).	Discuss dangers that Bonfire Night poses for hedgehogs. Design a poster highlighting the dangers of Bonfire night for hedgehogs to inform others	Children will know animals' basic needs. Children will be able to recognise key characteristics of being responsible/respectful. Children will be able to communicate their understanding and ideas with others through talking and drawing.	✓			✓	✓
DT	1	To take inspiration from design throughout history. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.	View examples of moving pictures. Discuss the moving parts and how each one has been constructed. Work in groups to evaluate the effectiveness of moving parts pictures.	Children will develop an appreciation for the design process that has influenced products in everyday life. Children will know the different elements of moving parts pictures.				✓	✓
	2	Explore how products have been created. Design, make, evaluate and improve	Focus on an example of a moving picture (slider). Consider how it has been created and the effect this has. Read story of "Don't hog the hedge". Design and draw a background for a sliding picture using the story for inspiration.	Children will use inspiration from the story to design a background for a sliding picture. Children will be able to use a pencil to draw lines of different sizes and thickness. Children will be able to use colouring techniques to create different tones and texture.					✓
	3	Create products using levers, wheels and winding mechanisms.	Use card to make the moving part for a picture. Attach the moving part to the background.	Children will be able to successfully cut, join, shape and finish a product using a range of tools. Children will know how to use a slider in their product.					✓
	4	To design, make, evaluate and improve.	Peer assess and evaluate a finished product. List features that are effective and features for improvement.	Children will be able to communicate the successes of their product and improvements they will make.				✓	✓
Outdoor Learning	1	Use sculpting techniques such as rolling, cutting and moulding and carving (art)	Use rolling and carving skills to create a basic hedgehog shape. Add natural materials to the hedgehog such as sticks and leaves.	Children will be able to use clay to make a sculpture. Children will be able to select appropriate natural materials for their model.					
	2	Present information through images, art or sounds. (Computing) 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 (Geography)	Identify and name the main parts of a tablet eg. Home button/camera icon/photo icon Visit outdoor area and use iPads to take photos of natural objects from different angles/ perspectives/ distances.	Children will know how to use a digital device to take photos. Children will be able to identify weather patterns in the seasons.		✓			



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History	1	Build an overview of world history <ul style="list-style-type: none"> Describe significant people from the past Recognise there are reasons why people acted the way they did Investigate and interpret the past <ul style="list-style-type: none"> Use pictures to investigate and interpret the past. Understand chronology <ul style="list-style-type: none"> Label timelines 	Analyse a picture of Mary Seacole. Describe Mary Seacole's appearance and consider what this might tell us about her life. Learn more details about Mary Seacole through a video resource. Complete a timeline with important events in the life of Mary Seacole.	Children will know how to analyse a picture to explore what clues it can give them about the past. Children will know who Mary Seacole was and her importance Children will develop an appreciation for why people acted the way they did.	✓		✓		
	2	Build an overview of world history <ul style="list-style-type: none"> Describe significant people from the past Use techniques such as rolling, cutting and moulding and carving (art)	Look at pictures of different statues around the UK and world. Consider the purpose of statues and relate to children's own experiences of statues they have visited. Make a clay model of Mary Seacole using tools to roll, carve, cut and mould.	Children will be able to explain why Mary Seacole is remembered Children will be able to use techniques such as rolling, cutting, moulding and carving to shape clay into a model.		✓	✓		
	3	Build an overview of world history <ul style="list-style-type: none"> Describe significant people from the past 	Write a commemorative plaque for their statues.	Children will be able to describe significant people from the past Children will rehearse orally, then write to communicate their ideas to others.					
	4	Build an overview of world history <ul style="list-style-type: none"> Describe significant people from the past Understand chronology <ul style="list-style-type: none"> Label timelines 	Learn about the life of Florence Nightingale through watching a video about her life. Complete a timeline with dates and facts about the life of Florence Nightingale.	Children will understand chronology and how past events can be recorded on a timeline. Children will be able to describe Florence Nightingale's life and explain why she is a significant historical figure.					