



Spring 1 Overview 2024

Cycle A KS1

Week	1	2	3	4	5	6	7
	1.1.24	8.1.24	15.1.24	22.1.24	29.1.24	5.2.24	12.2.24
Geography People and their Communities Where in the world do these people live?	<p>WALT: describe the location and place that we live in as part of the UK.</p> <p>WILF: I know which country of the UK I live in. I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area. I can describe the main characteristics of the part of the UK that I live in.</p> <p>Resources: Teaching slides Pupil resource – OS Regional map of the UK Pupil resource – Viewfinders (from Unit 1 Week 1) Suitcase with a teddy bear inside (optional) A range of images of your school and locality (preferably including an aerial view of the area around the school) A photo of the nearest high street/central shopping centre/district to your school – add it to teaching slide 16 before the lesson Sugar paper or a blank roll of wallpaper BBC Let's Move: Busy Streets – link Pavements and parks – link</p>	<p>WALT: understand what the coast is like, and to see it through the eyes of someone who lives there.</p> <p>WILF: I know what a beach is, and where my nearest coastline is. I know what life might be like there, and the jobs of a lifeguard. I can draw and/or describe being by the seaside. I know the seas surrounding the UK.</p> <p>Resources: Teaching slides Props, e.g. conch shell, sand, a toy seagull Suitcase from week 1, with week 1 contents in plus now added (optional) RNLI: To the Rescue – link Lifeguards, lifeboats and beach safety – link Living on the Isles of Scilly – link Materials for creating a beach scene or sculpture, e.g. blue and yellow paper to symbolise sand and sea, sand, PVA glue, shells, driftwood, bits of 'ocean plastic' (if you wish to point out this issue), clip art and drawing materials</p>	<p>WALT: understand what living in a rainforest is like, and to compare it with our own lives.</p> <p>WILF: I know what a rainforest is and can name a significant one in the world. I know what life might be like for people who live in a rainforest. I can describe an imaginary visit to a rainforest.</p> <p>Resources: Teaching slides Pupil resource – Postcard template Rainforest sounds – link BBC sound effects – link (search for 'rainforest') An image of a house from your school's local area What is a rainforest habitat? – link A postcard from the Amazon Rainforest – link Information about the Awá – link "Slowly, Slowly, Slowly," said the Sloth by Eric Carle (Puffin, 2002) Wake Up, Sloth! by Anouck Boisrobert and Louis Rigard (Roaring Brook Press, 2011) The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry</p>	<p>WALT: understand how and why different buildings are built to suit different places, using the example of Timbuktu.</p> <p>WILF: I understand how (and why) different buildings are built in different places. I can describe the building materials and important buildings in Timbuktu/Mali. I can compare it with how my school was built.</p> <p>Resources: Teaching slides Pupil resource – Fact Cat: Equator A bowl of soil mixed with water that the children can put their fingers in Images of UK domestic architecture with a focus on the local building material – Link Images of Mali – Link 1 – Link 2 – Link 3 Link 1 – Undiscovered Bamako Mud Mosque in Mali video – link Sugar paper/wallpaper and materials for creating a class scroll</p>	<p>WALT: understand what a city is, and to locate world cities on a map.</p> <p>WILF: I know what is similar about three cities that are found in different continents. I can explain where in the world these cities are. I understand what a capital city is.</p> <p>Resources: Teaching slides Pupil resource – Geography Bingo Cards New York time-lapse – link Beijing time-lapse – link Sydney time-lapse – link London time-lapse – link A selection of photos from New York, Beijing and Sydney (these could be simple image searches online) Your World, My World Oxfam – link</p>	<p>WALT: explain their reasons for going on a journey to another country, and imagine what a journey would be like.</p> <p>WILF: I can explain the reasons for going on a journey to one of the four countries and continents in this unit. I can describe the landscape and people in this place. I can be part of a role play in imagining what a journey would be like.</p> <p>Resources: Teaching slides (add the children's chosen destination information to teaching slide 6 before the lesson) Pupil resource – Example travel agent exchange Pupil resource – Travel document Key Assessment opportunity sheet Unit quiz In-flight briefing video – link Plane taking off video – link In-flight food (prepared before the lesson, and tailored to the destination chosen by the children) (optional) A stamp for stamping the children's travel documents when they reach their destination (could be a simple shape/animal etc stamp) (optional) Oliver Who Travelled Far And Wide by Mara Bergman and Nick Maland (Hodder, 2009) Flat Stanley by Jeff Brown</p>	



Science Celebrations (everyday materials)	<p>WALT: identify and name a variety of everyday materials; identify and classify.</p> <p>Complete a scavenger hunt at school - find objects from the photos and name the material it is made from.</p> <p>WILF: I can name and identify a variety of materials.</p> <p>Resources: photos of objects around school.</p>	<p>WALT: identify and name a variety of everyday materials; identify and classify.</p> <p>Go on a material hunt around school, naming different materials.</p> <p>WILF: I can name and identify a variety of materials.</p> <p>Resources:</p>	<p>WALT: distinguish between an object and the material from which it is made.</p> <p>Label classroom objects with the name of the object and the material it is made from.</p> <p>WILF: I can tell the difference between an object and the materials it is made from.</p> <p>Resources: post-it notes</p>	<p>WALT: describe the simple physical properties of a variety of everyday materials.</p> <p>WILF: I can describe the properties of everyday materials (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy); I can identify which materials have certain properties.</p> <p>Resources: bobble, wooden ruler, mirror, worry monster, scouring pad and a pipe cleaner and property vocabulary cards.</p>	<p>WALT: describe the simple physical properties of a variety of everyday materials.</p> <p>WILF: I can describe the properties of everyday materials (waterproof/not waterproof; absorbent/not absorbent; opaque/transparent); I can identify which materials have certain properties.</p> <p>Resources: a glass, pritt stick, washing up cloth, waterproof coat, sock and plastic bottle and property vocabulary cards</p>	<p>WALT: compare and group together a variety of everyday materials on the basis of their simple physical properties; identify and classify.</p> <p>WILF: I can sort objects by their properties.</p> <p>Resources: hula hoops, material labels, property labels, objects to sort</p>	<p>WALT: perform a simple test to answer a question.</p> <p>Which material makes the best slide?</p> <p>WILF: I can think about how to make the test fair; I can observe closely; I can use my observations to answer a question.</p> <p>Resources: A3 greyboards, tin foil, sand paper, felt, artificial grass patches, sack cloth, small toy</p>
Design and Technology Textiles: Puppets	<p>Initial assessment and knowledge catcher.</p>	<p>WALT: join fabrics together using different methods.</p> <p>WILF: I can remember that different techniques may be used to join fabrics for different purposes; I can join fabric by pinning, stapling or glueing.</p> <p>Resources: Glove, mitten and hand puppet examples; Fabric scraps (six per child across the three tables); Safety pins (five per child); Staplers and staples (approximately five); Fabric glue or PVA (PVA will work on some fabrics like felt; Glue pots and spreaders (approximately five); Pegs, clips or weights (approximately 15); Three tables – one for each fabric joining technique</p>	<p>WALT: use a template to create my design.</p> <p>WILF: I can design a puppet using a template; I can use a template to cut out my puppet.</p> <p>Resources: Safety pins (three each); Coloured pencils (a selection per table); Felt (enough for two A5 templates each); Scissors</p>	<p>WALT: join two fabrics together accurately.</p> <p>WILF: I can join fabrics together; I can align two pieces of fabric; I can use a template; I can fit my hand into my puppet.</p> <p>Resources: Safety pins; Staplers and staples; Fabric glue; Glue pots and spreaders; Pegs; felt templates and design sheets from last week</p>	<p>WALT: embellish my design using joining methods.</p> <p>WILF: I can use joining methods to decorate my puppet; I can still put my hand into the puppet after it is decorated; I can evaluate my own and others' work.</p> <p>Resources: Safety pins; Staplers and staples; Fabric glue; Glue pots and spreaders; Pegs; felt templates and design sheets from last week; wool; buttons; scrap fabric; ribbon</p>	<p>Evaluate designs products</p>	<p>Final assessments</p>
Music Superheroes (pitch and tempo; compose a superhero theme tune)	<p>WALT: understand the concept of pitch.</p> <p>WILF: I can explain what pitch means; I can recognise high and low notes; I can perform high and low notes</p> <p>Resources: A large space for dancing; PE shoes for dance activity; Presentation: Superman Theme music; Tuned percussion instruments such as glockenspiels, chime bars, handbells; Presentation: Pitch</p>	<p>WALT: create a pattern using two pitches.</p> <p>WILF: I can create a pattern using two pitches; I can play or sing my pattern</p> <p>Resources: Tuned percussion instruments such as glockenspiels, chime bars and handbells; Presentation: Batman theme tune</p>	<p>WALT: understand the concept of tempo.</p> <p>WILF: I can explain what tempo means; I can recognise fast and slow music; I can perform fast and slow music</p> <p>Resources: A large space for dancing; PE shoes; Tuned percussion instruments such as glockenspiels, chime bars, and handbells; Presentation: Faster than a speeding bullet; Presentation: Tempo</p>	<p>WALT: create a superhero theme tune.</p> <p>WILF: I can compose as part of a group; I can perform as part of a group</p> <p>Resources: Tuned and untuned percussion instruments; Presentation: Superhero theme music</p>	<p>WALT: perform confidently as part of a group.</p> <p>WILF: I can perform confidently as part of a group; I can say what I am good at and what I need to improve</p> <p>Resources: Tuned and untuned percussion; A large space for dancing; PE shoes; Presentation: The Incredibles theme tune</p>		
P.S.H.E	<p>WALT: understand the rules for keeping me safe at school and outside.</p>	<p>WALT: understand how household products, including</p>	<p>WALT: understand what an emergency is and what to do to keep ourselves safe.</p>	<p>WALT: understand different feelings, where they come from and how I can look after</p>	<p>WALT: understand the difference between good and bad secrets.</p>	<p>WALT: understand a range of feelings and emotions and begin to realise how their</p>	



Keeping safe at school; at home; in an emergency/Mental and emotional health;what makes me happy?; good and bad secrets	<p>WILF: Identify the rules of being and staying safe; Name and describe who can help me in school, at home or in the wider environment; Explain what to say or do if I feel unsafe or think something is not safe</p> <p>Resources:</p>	<p>medicines, can be harmful and dangerous if not used correctly.</p> <p>WILF: Recognise why we need rules; Name and describe things that can help and harm the body; Name who gives us medicines and who I could speak to if I wasn't feeling well; Say what to say/do if you think something is not safe.</p> <p>Resources:</p>	<p>WILF: Identify risk in everyday situations; Describe what is an emergency; Identify that 999 is an emergency number and can be dialled to get help in an emergency</p> <p>Resources:</p>	<p>them.</p> <p>WILF: name good and bad feelings; describe how feelings can make my body feel inside; explain what can make me and others feel better.</p> <p>Resources:</p>	<p>WILF: Name examples of good and bad secrets; Describe why you should not keep secrets that make you feel bad feelings; Practice when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>Resources:</p>	<p>actions can sometimes affect others.</p> <p>WILF: name positive and negative behaviours; describe how my behaviour might affect others in a negative way; explain how to show empathy and why we should.</p> <p>Resources:</p>	
P.E Ball skills	<p>WALT: develop dribbling a ball with your hands.</p> <p>WILF: Use soft touches with your hands to keep good control; use wide fingers to move the ball.</p> <p>Resources: 30 cones, 8 hoops, 30 playground balls</p>	<p>WALT: explore accuracy when rolling a ball.</p> <p>WILF: Keep your eyes on the target; release the ball when your fingertips are pointing at your target; use wide fingers to control the ball.</p> <p>Resources: 30 cones, 30 playground balls</p>	<p>WALT: explore throwing with accuracy towards a target.</p> <p>WILF: Face your body and target arm towards the target; release the ball when your fingertips are pointing at your target; stand with your legs split (one in front of the other).</p> <p>Resources: 30 beanbags, 60 cones</p>	<p>WALT: explore catching with two hands.</p> <p>WILF: Keep your eyes on the ball; use a ready position with knees bent, feet shoulder width apart, on your toes; use wide fingers with little fingers together (hands-down position).</p> <p>Resources: 15 beanbags, 30 cones, 15 playground balls, 15 tennis balls</p>	<p>WALT: explore dribbling a ball with your feet.</p> <p>WILF: Keep the ball close to you (under your nose); keep your head up; use both feet to move the ball; use different parts of your foot (sole, toe, heel, inside, outside).</p> <p>Resources: 45 cones, 30 playground balls</p>	<p>WALT: explore tracking a ball that is coming towards me.</p> <p>WILF: Adjust your body, so that it is in line with the ball; keep your eyes on the ball.</p> <p>Resources: 30 cones, 30 playground balls, 15 tennis balls</p>	
P.E. Team building (hall)	<p>WALT: co-operate with a partner to complete challenges.</p> <p>WILF: Listen to each other and share ideas.</p> <p>Resources: 15 playground balls</p>	<p>WALT: explore and develop working as a team.</p> <p>WILF: Communicate with others; listen to the instructions carefully.</p> <p>Resources: 4 cones, 6 hoops, 1 parachute, 1 playground ball</p>	<p>WALT: develop talking, listening and sharing skills.</p> <p>WILF: Listen carefully to your partner's instructions; use clear, short instructions.</p> <p>Resources: 15 blindfolds, 50 cones, 8 hoops</p>	<p>WALT: use speaking and listening skills to lead a partner.</p> <p>WILF: Include everyone in your group; listen to the instructions that your leader is giving; use short instructions to help your partner and group.</p> <p>Resources: 30 beanbags, 30 cones, 8 hoops, 8 skipping ropes</p>	<p>WALT: plan with a partner and small group to complete challenges.</p> <p>WILF: Listen to each other's ideas; work together to make decisions</p> <p>Resources: 20 beanbags, 30 cones, 30 hoops</p>	<p>WALT: use talking, listening and sharing skills to complete challenges.</p> <p>WILF: Listen to each other's ideas before making a plan.</p> <p>Resources: 8 balloons, 50 cones, 8 tennis rackets</p>	
Computing Rocket to the moon	<p>WALT: recognise that digital content can be represented in many forms.</p> <p>WILF: I can use a computer to create a list; I can identify which materials are best for my rocket and describe their physical properties; I can identify different types of digital content (words and pictures); I can explain how a list made on a computer can be saved and shared more easily.</p> <p>Resources: Presentation: Rocket materials; Access to a device (one between two); Link: The Royal Institution - How to make fizzy bottle rockets on VideoLink; Link: BBC</p>	<p>WALT: design a rocket using a graphics editing programme.</p> <p>WILF: I can open a graphics editing program; I can create a digital image using a graphics editor; I can save my digital image to the correct folder.</p> <p>Resources: Presentation: Designing a rocket; Access to a device (one between two); List of materials created in Lesson 1; Link: Sketchpad</p>	<p>WALT: sequence a set of instructions.</p> <p>WILF: I can put a set of instructions in the right order; I can identify the importance of instructions being in the right order; I know how to build a model rocket.</p> <p>Resources: Presentation: Rocket building instructions; Link: Astronauts Put On Spacesuits in Awesome Space Station Time-lapse on VideoLink; A piece of paper cut into squares the same size as the Activity: Steps to making a rocket; Pencils; A3 paper</p>	<p>WALT: build a rocket.</p> <p>WILF: I can build a rocket according to instructions; I can refer to my rocket design; I can take a clear photo of my finished rocket; I can add text to evaluate it.</p> <p>Resources: Presentation: Making a rocket; Completed equipment lists from Lesson 1; Rocket designs from Lesson 2; Check pupils' materials lists and gather the necessary materials and equipment for their rockets; Plastic bottles (one per group); A selection of card (four A4 sheets per group); Tape (one roll per group); A selection of other materials such as: foil,</p>	<p>WALT: test a design and record data.</p> <p>WILF: I can measure distances accurately; I can record data; I can evaluate the success of my design.</p> <p>Resources: Presentation: Rocket launching; Trundle wheels or metre sticks (one per group); Children's rockets from Lesson 4; Foam javelin or your own bottle rocket to model launching a rocket.</p>		



	- Cbeebies - Make a rocket with Justin; Link: Sketchpad			plastic packaging, felt tips, coloured paper, sequins, tissue paper etc; Tablets or digital cameras (one per group); Link: 'BBC - Cbeebies - Make a rocket with Justin			
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