

TOPIC PLANNING: SPRING TERM 1

THE WORLD AROUND US

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p>WEEK 1</p> <p>Understanding the world – The natural world (NW) and People, Culture and Communities (PPC)</p> <p>Draw information from a simple map. (YR)</p> <p>Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. (PPC –ELG)</p> <p>Physical development (PD) Know about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. (YR)</p>	<p>Ask the following questions:</p> <ul style="list-style-type: none"> - What is a map? - What is a map used for? - Have you ever seen a map before? <p>Show the 'Atherton map' on IWB. Explain that this is a map of the local area of Atherton, near to school.</p> <p>Ask children the following questions: Can you spot the school? What do you think the following symbols mean; trolley, smiley face bag, coffee cup, green pinpoint, blue line, white line, etc? What do you think the green areas represent?</p> <p>Ask children if they have any questions about the map symbols. Ask children if they have ever visited any of these places? Can children think of other places that they have visited near to school? Find the places on this map or search a map on Google to locate them.</p> <p>Explain that you will be going on a walk around Atherton to locate some of the places that you located on the map. Before you go on a walk, discuss what being a 'safe pedestrian' means and what we need to do to ensure safety during the walk. Show children hi vis vests. Why might we need to wear these? Discuss and explain.</p>	<p>Map Symbols Locate Roads Brook Fields Safe pedestrian Traffic Road signs Similar Different Public buildings Hi vis vests Past Future</p>

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	<p>Ensure that you have an adult to child ratio of at least 1:4 for this walk activity and that you have completed a risk assessment at least two weeks prior and had it signed by the Headteacher.</p> <p>Teacher to take a camera with them, to take photographs of each of the places that are named on the 'Atherton walk checklist'. Each adult will need a printed checklist, pen and clipboard.</p> <p>All adults: As you are on the walk, pause at each place and ask children which place on the checklist they think they have located. How can you tell? Have you ever visited here before? If so, what did you do here? Tick the place off the list.</p> <p>Back at school – Use speech bubbles to record answers to the following questions: Which places were new to you today? Which places have you visited before? Can you locate the places on the 'Atherton map' (IWB)? Can you compare the school and the supermarket? What was similar? What was different? Were all of the roads that we passed similar or different? Discuss.</p>	
WEEK 2	Recap on previous week's learning. What did we see? What did we learn?	Junk modelling Craft

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<p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p>	<p>Show photographs of buildings/areas from previous week's walk around Atherton and explain that we will be using junk modelling and craft materials to create some of the areas/buildings. Put junk modelling and craft resources in the centre of the carpet area. Choose school photograph and explain that together, we will start to create a model. Using the photograph as a stimulus, ask the following questions:</p> <ul style="list-style-type: none">- What should I use to make the cuboid part of the school building? Why?- Is there anything that we could use that might be better?- Which material is the school made of?- What could we use to create this effect? <p>Repeat questions for other parts of the building, such as; roof, windows, doors, etc.</p> <ul style="list-style-type: none">- How can I join/attach the roof to the brick building?- Is there anything else that we can use to join materials? <p>Model how to join different materials by showing the children the 'junk modelling joining booklet'. Please laminate this booklet and create a wall display when the small group task is completed.</p> <p>Model how to do each join. When do you think you might use this join? Would any of these be effective in joining the roof to the brick building? Evaluate joins.</p>	<p>Join Attach Materials (bricks, tiles, glass, plastic, etc) Sticky tape Stapler Flange (join) L- brace (join) Slot (join) Tabs (join) Split pins (join) Treasury tags (join)</p> <p>Listening</p>
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	<p>WEEK 2/3 - 1:1/SMALL GROUP TASK</p> <p>Explain that children will work as a group of 4 to create a building/placed of interest from our walk around Atherton. Show children the 'junk modelling joining booklet' again. Model and practise making these joins. Recap on when these joins might be used most effectively, taking children's ideas.</p> <p>Show children the photographs that were taken during the walk around Atherton. Group select a photograph of what they would like to make together.</p> <p>Encourage children to plan together and discuss questions on Junk modelling: team work sheet, before and during the group activity.</p> <p>Adult to act as scribe and take photographs of each child in action.</p> <p>At the end of the lesson, children should share their model with the class. Encourage children to talk about the process (use sheet as question prompts) to support explanations.</p>	<p>Explaining Discussing Evaluating Joining Attaching Role Texture Colour</p>
<p>WEEK 3</p> <p>Understanding the world – Natural world (NW) and People, Culture and Communities (PCC)</p>	<p>Explain that you are going to read a story and whilst you are reading the story, you would like the children to think about these questions:</p>	<p>World Map Continent Country</p>

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	<p>around Atherton. Show children the 'junk modelling joining booklet' again. Model and practise making these joins. Recap on when these joins might be used most effectively, taking children's ideas.</p> <p>Show children the photographs that were taken during the walk around Atherton. Group select a photograph of what they would like to make together.</p> <p>Encourage children to plan together and discuss questions on Junk modelling: team work sheet, before and during the group activity.</p> <p>Adult to act as scribe and take photographs of each child in action.</p> <p>At the end of the lesson, children should share their model with the class. Encourage children to talk about the process (use sheet as question prompts) to support explanations.</p>	<p>Joining Attaching Role Texture Colour</p>
<p>WEEK 4</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p>	<p>Read 'Handa's Surprise' by Eileen Browne again. Recap on similarities and differences between Africa and England/Atherton. Ask children:</p> <ul style="list-style-type: none"> - Have you ever eaten these fruits? - Have you ever picked fruits from a tree and eaten them? - Which fruits do you think grow on trees? 	<p>Africa England Atherton Local Fruits (within story) Fruit trees Role play Drama Character</p>

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<p>Develop storylines in their pretend play. (YR)</p> <p>Understanding the world: People, culture and communities (PPC)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts) and when appropriate) maps. (PCC –ELG)</p>	<ul style="list-style-type: none">- If we wanted the fruits mentioned in the story, where could we get them from?- Are animals in the story seen in Atherton?- Which animals might we see in Atherton?- Where would we visit if we wanted to see animals mentioned in the story? <p>Explain that we are going to create our own version of Handa’s Surprise but instead of being set in Africa, the story will be set in Atherton. Have available Animal Masks (1) and (2 - laminated). Which animals should we have in our story? Have you seen any of these in Atherton before?</p> <p>Which fruits should be in our story? Have you eaten these/seen these in Atherton before? Where did you see them? Have available plastic/role play fruit and Fruit Pictures – Role play – laminated.</p> <p>Where will the story be set? Outside, in a supermarket?</p> <p>Work together, as a class, to use the masks, prop fruit, shopping basket, etc. to create a new version of the story. An adult should take photographs of each part of the story and scribe on speech bubbles what is being said by each child.</p> <p>WEEK 4/5 1:1 OR SMALL GROUP WORK</p> <p>In small groups, up to 6, children are to create their own version of ‘Handa’s Surprise’ but instead of being based in Africa, it is to be set in Atherton.</p>	<p>Setting Scenery Audience Performer</p>
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	<p>Provide children with animal masks, pictures of fruit, prop fruits, shopping basket, costumes, etc. Adult is to take photographs and scribe what children say, including how they are going to use props, stage directions, ideas of how story narrative should move along, any disagreements, listening to and responding to the ideas/opinions of others, etc. Scribe on 'Handa's Surprise Role Play sheet'.</p>	
<p>WEEK 5</p> <p>Understanding the world: The natural world (NW) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (NW – ELG)</p> <p>Physical development – Gross motor (GM) Develop their overall body strength, co-ordination and balance and agility needed to engage successfully with future physical education sessions and other disciplines, including dance, gymnastics, sport and swimming. (YR) Progress towards a more fluent style of moving, with developing control and grace. (YR)</p>	<p>Explore the question: 'What is a desert?' Look at 'Deserts PowerPoint' and discuss the questions on the slides. Do we have any deserts in Atherton? Locate England and Africa on the world map. Explain that we will continue to learn about Africa today. Tell children that Africa has got the largest desert in the world called the Sahara Desert. Africa has three deserts: Sahara, Namib and Kalahari.</p> <p>Recap on animals that live in the desert, seen on the PowerPoint and show children 'African Animals Display photos'. Which of these animals are desert animals?</p> <p>Explain that we will be doing some yoga poses, associated with African animals today. Look at 'African Animal Story PowerPoint'. Read the 'African Animals Yoga Story script', starting from the main activity. Each time the animals/environment is mentioned, refer to the PowerPoint slide to model and practise each yoga pose.</p>	<p>Desert Sahara desert Namib desert Kalahari desert Dry Balance Co-ordination Agility Pose Stretch Mountain pose (Tadasana) Giraffe pose/chair pose (Utkatasana) Tree pose (Vriksasana) Flamingo/rainbow pose Elephant/rainbow pose Snake pose (Salabhasana) Zebra pose/cat cow pose (Marjaryasana) Bitilasana) Lion pose (Simhasana) Butterfly pose Resting pose (Savasana)</p>

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	<p>Repeat, so that children build confidence and fluency with movements.</p> <p>Adult to take photographs of children doing a yoga pose, to add to large class topic book.</p> <p>WEEK 4/5 1:1 OR SMALL GROUP WORK In small groups, up to 6, children are to create their own version of 'Handa's Surprise' but instead of being based in Africa, it is to be set in Atherton. Provide children with animal masks, pictures of fruit, prop fruits, shopping basket, costumes, etc. Adult is to take photographs and scribe what children say, including how they are going to use props, stage directions, ideas of how story narrative should move along, any disagreements, listening to and responding to the ideas/opinions of others, etc. Scribe on 'Handa's Surprise Role Play sheet'.</p>	<p>Fruit trees Role play Drama Character Setting Scenery Audience Performer</p>
<p>WEEK 6</p> <p>Understanding the world: The natural world (NW), People, Culture and Communities (PCC)</p> <p>Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts (and when appropriate) maps. (PCC – ELG)</p>	<p>Explain that today we will be learning about life in Kenya. Kenya is located in East Africa. Show children the location on Kenya on a world map.</p> <p>Show children the photos from 'Life in Kenya photo pack'. Photos show: fishing in the sea, cycling on the beach, enjoying the sunshine, dancing, Maasai tribe, market, school, banging drum and afternoon in city park. Discuss similarities and differences between Kenya and Atherton.</p>	<p>Kenya Africa Maasai tribe City Similarities Differences Compare</p>

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<p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM - ELG)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p>	<p>Watch the video link: https://www.youtube.com/watch?v=XQ7wV9DeEqw</p> <p>The video shows Maasai life told by a girl, Naresiah (8 years old). You will need to read subtitles aloud. Talk about similarities and differences between her life and children's lives in class.</p> <p>WEEK 6/7 SMALL GROUP/ 1:1 TASK</p> <p>Explain that men and women within the Massai tribes often wear Massai necklaces at weddings or community events. Show children the Massai necklace photographs.</p> <p>Tell children that many years ago (19th century), the Massai necklaces were often created using seeds, shells, dry grass and sticks but nowadays, beads and colourful objects are used instead. Explain that the colours used represent different things. Show and read the colour information, on the topic book sheet, to the children and discuss vocabulary.</p> <p>Provide children with red, orange, yellow, green, black, blue and white tissue paper/craft materials and PVA glue/glue sticks.</p> <p>Read the instructions of how to make the Massai tribe necklace to the children and ask the children to follow the instructions, step by step. Take a photo of the completed necklace and glue in topic books (on sheet).</p>	<p>Unity Bravery Health Peace Struggle Warmth Friendship Sky Energy Grass Land Produce Sun growth Maasai tribe Community</p> <p>Attach Repeating patterns Patterns</p>
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<p>WEEK 7</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM - ELG)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p>	<p>WEEK 6/7 SMALL GROUP/ 1:1 TASK</p> <p>Explain that men and women within the Massai tribes often wear Massai necklaces at weddings or community events.</p> <p>Show children the Massai necklace photographs.</p> <p>Tell children that many years ago (19th century), the Massai necklaces were often created using seeds, shells, dry grass and sticks but nowadays, beads and colourful objects are used instead. Explain that the colours used represent different things. Show and read the colour information, on the topic book sheet, to the children and discuss vocabulary.</p> <p>Provide children with red, orange, yellow, green, black, blue and white tissue paper/craft materials and PVA glue/glue sticks.</p> <p>Read the instructions of how to make the Massai tribe necklace to the children and ask the children to follow the instructions, step by step.</p> <p>Take a photo of the completed necklace and glue in topic books (on sheet).</p>	<p>Unity Bravery Health Peace Struggle Warmth Friendship Sky Energy Grass Land Produce Sun growth Maasai tribe Community</p> <p>Attach Repeating patterns Patterns</p>
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