

<p>Year Group: 1</p> <p>Name of project: Me, You and Us</p> <p>Term: Autumn 1 and 2</p>	<p>Summary of current hook:</p> <p>Continuous provision: Ariel maps of houses around the world; Dubai, New York, Africa, England, Germany. Construction- Pictures of different types of homes to build from around the world. Drawing- Pictures of different types of homes to draw. Transient art- Use loose parts to make a home. Small world: Make your own town. The children are to explore the woods, working together to make homes and dens.</p>	<p>Summary of current celebration:</p> <p>Parents invited into school to experience continuous provision. Creative area -Painting/ drawing their family and homes. Senses tables (smell pots, what can you hear, feely bags)- outside discovery. Construction – Building different types of homes/ their local area. -outside discovery area Creating a map chalk, sugar paper and picture prompts from our walk</p>
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Learning Journey

National Curriculum objectives:

Geography – Where I live!

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- identify seasonal and daily weather patterns in the United Kingdom
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

Science

- observe and describe weather associated with the seasons and how day length varies
- Seasonal and weather changes within their own environments – will they change over time or stay the same? *Deciduous and evergreen trees*

What are the current curriculum links to maths and English?

English- labelling the body and writing sentences. Writing sentences about the weather, senses, houses, animals and Christmas.

Writing simple sentences by saying them aloud, re-read sentences for sense, use ‘because’ and ‘and’ to extend sentences.

Maths- Obstacle Race – Timing and recording seconds

Curriculum Facilities...

Art studio – colour mixing

<p>Integrity</p> <p><i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p> <p>Being confident in their opinions with opportunities to share about themselves, their families and their environments. Understanding that everybody has different home environments The children are encouraged to consider their place in the world in terms of locality within the wider world.</p>	<p>Ambition</p> <p><i>How are all children encouraged to struggle? Question? Make discoveries? Have a voice?</i></p> <p>Impact of people on the environment such as human features i.e., bins, road crossings, roundabouts. Considering how they can help by looking after their environment and keeping themselves safe. For example, using the local bins, crossing safely, being aware of their surroundings. Understanding and exploring change in our local environment. For example, understanding these changes are important for positive impact on our learning i.e., new play equipment, new recording studio, teaching kitchen.</p>	<p>Respect</p> <p><i>How does the project currently address wider world matters and celebrate differences?</i></p> <p>Humans are not all the same – children respect our differences and appreciate the multicultural society we are a part of. Respect the environment? Looking after our classrooms, tidying up and keeping their environment clean. Respecting the physical features of Berrywood and taking care of them such as the trees and flowers.</p>
<p>Growth Mindset</p> <p><i>How does the project currently encourage children to have growth mindset?</i></p> <p>Settling into year 1 successfully through a mixture of continuous provision and teacher lead learning.</p> <p>Writing for a purpose every day, developing independence. Writing and editing to improve. Challenging themselves with extending sentences with ‘and’ and ‘because’</p>	<p>Critical Thinking</p> <p><i>What are the opportunities for critical thinking throughout the project?</i></p> <p>How has our environment changed? Why has it changed? The scavenger hunt encourages children to think about changes to our environment and the key points of their local area. Why do our grounds change through the seasons? The children will learn about the seasonal changes, particularly within deciduous and evergreen trees on our school grounds. Is change a good thing or a bad thing. For example, is it good/bad that we have changed Berrywood in terms of new facilities? Is it good or bad that we have seasonal changes and how this impacts time spent at Berrywood?</p>	<p>A school within a garden</p> <p><i>How are the school gardens being used effectively and meaningfully within your project?</i></p> <p>Geography- using the school environment to understand human and physical geographical features. Weather on earth – create a weather station Fieldwork – walk in local environment from school across local roads to St.Lukes church. Science –label a chalked body on the playground, welly walks to look at trees/seasonal changes</p>