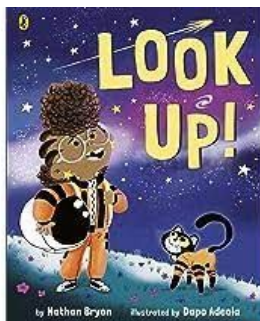


YEAR 1– Spring 2 Planning – Look Up.

Cross Curricular: Writing

NC Objectives:

- ★ To mostly use capital letters to start my sentences.
- ★ To sometimes use full stops to finish my sentences.
- ★ To start to use the correct tense in my writing.
- ★ To use coordinating conjunctions (e.g. and / but).
- ★ To use subordinating conjunctions (e.g. because).
- ★ To start using adjectives in my writing.
- ★ To use my phonics to help me spell words plausibly.



Cross Curricular: Reading

NC Objectives:

- ★ To read aloud accurately books that are consistent with their developing phonic knowledge
- ★ To draw on what they already know or on background information and vocabulary
- ★ To check that the text makes sense to them as they read and correcting inaccurate reading
- ★ To discuss the significance of the title and events
- ★ To make inference on the basis of what is being said and done
- ★ To predict what might happen on the basis of what has been read so far

History NC Objectives:

- ★ The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus and Neil Armstrong)

Science NC Objectives:

- ★ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ★ identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ★ describe and compare the structure of a variety of common animals including pets
- ★ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Design & technology NC Objectives:

- ★ Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- ★ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology
- ★ Select from and use a range of tools and equipment (cutting)
- ★ Select from and use a wide range of ingredients according to their characteristics.
- ★ Evaluate their ideas and products against design criteria.
- ★ Understand where food comes from.

Year 1
Spring 2 - History

Prior Knowledge and New Knowledge

In this unit of work the children will build upon their understanding of the significant individuals.
In this unit of work the children will build upon their knowledge of explorers.
The pupils will also develop their understanding of past events.

Vehicle for the learning:

Dress up as an explorer.

In this unit the pupils will be exploring what slavery is.
The pupils will also be comparing expeditions to cold climates.
The pupils will learn about the impact that routes of slavery had.

Lesson 1				
Lesson 1: I am learning about the expedition that Christopher Columbus went on.				
	Structure of lesson	Questions	Outcome	Resources
	Knowledge Harvest - Prior knowledge - low stake quiz AfL question What do you think an explorer might need? Go through Google slides presentation Review tiered vocab and add to them Explorer and Discovery	What did he discover? What would an explorer need? How would they know where to go?	Draw the equipment of what an explorer owns/needs. Scaffold - Keywords at bottom of page. Stretch - How would the explorer know where to go? Which equipment would help him with this?	Knowledge Harvest Explorer PP Images of explorers for children to identify equipment Activity sheet for children to draw and list equipment (scaffold-keywords for support)
Lesson 2				
Lesson 2: I am discussing the impact of the routes of slavery.				
	Structure of lesson	Questions	Outcome	Resources
	Prior knowledge - low stake quiz AfL question Go through Google slides presentation Review tiered vocab and add to them Slavery and Indigenous	Who is Christopher Columbus? Why is he now a significant person? How did he make the indigenous people feel?	From the view of Christopher Columbus, write an apology letter to the indigenous people. Scaffold - Fill in the blank. Stretch - Extend our sentences and think about our school values.	Routes of Slavery PP Letter template School value display to discuss school values.
Lesson 3				
Lesson 3: I am exploring Robert Falcon Scott's expedition to Antarctica.				
	Structure of lesson	Questions	Outcome	Resources
	Prior knowledge - low stake quiz AfL question Go through Google slides presentation Review tiered vocab and add to them Antarctica and Expedition	Who is Robert Falcon Scott? What do I know about his expedition? Where did he go?	To create a fact file about Robert Falcon Scott's expedition. Scaffold - Label key pictures using word bank. Stretch - Tell us why he went.	Robert Falcon Scott PP Fact file template

Lesson 4	Lesson 4: I am comparing expeditions in cold climates.			
<p align="center">Structure of lesson</p> <p>Prior knowledge - low stake quiz Afl question- what might you see in the Arctic? Go through Google slides presentation Review tiered vocab and add to them</p> <p align="center">Arctic</p>	<p align="center">Questions</p> <p>Where did Matthew Henson go? How was his expedition similar to Robert Falcon Scott? How was his expedition different to Robert falcon Scott's?</p>	<p align="center">Outcome</p> <p>To explore Match events to the correct explorer. Discuss differences in events. Were there any similarities?</p> <p>Scaffold - Group work: sorting facts. Stretch - What are the differences between the two explores.</p>	<p align="center">Resources</p> <p>Information on Matthew Henson's expedition Facts for each expedition</p>	
Lesson 5	Lesson 5: I am imagining what it was like to be Neil Armstrong landing on the moon.			
<p align="center">Structure of lesson</p> <p>Prior knowledge - low stake quiz Afl question- Go through Google slides presentation Review tiered vocab and add to them</p> <p align="center">Space</p>	<p align="center">Questions</p> <p>Where did Neil Armstrong go? Why is he a significant individual? What would a space explorer take with them to the moon?</p>	<p align="center">Outcome</p> <p>Complete day two of a diary entry on Neil Armstrong's expedition to the moon.</p> <p>Scaffold - Picture prompts Stretch - To continue the diary entry to the journey back to Earth.</p>	<p align="center">Resources</p> <p>PPT on Neil Armstrong Videos of astronauts in space/ space station Day 1 diary entry example Day 2 diary entry picture prompts and template</p>	
Lesson 6	Lesson 6: I am asking Valentina Tereshkova questions about her expedition into space.			
<p align="center">Structure of lesson</p> <p>Prior knowledge - low stake quiz Afl question Go through Google slides presentation Review tiered vocab and add to them Knowledge Harvest - end of unit</p> <p align="center">Significant</p>	<p align="center">Questions</p> <p>What questions would you like to ask Valentina Tereshkova? Why is she so famous?</p>	<p align="center">Outcome</p> <p>Discuss who Valentina Tereshkova is and why she is so famous. Write some questions of what you would like to ask him.</p> <p>Scaffold - Write fewer questions with support. Stretch - Hot seat.</p>	<p align="center">Resources</p> <p>PPT on Valentina Tereshkova Question prompts Video to watch of Tim Peake's interview - https://www.google.com/search?q=Tim+Peake+interview&rlz=1C1GCEFA_arnGB1022GB1022&gsq=Tim+Peake+interview&us_ig=EcwZst1UvDlUwRwA5EEL1YvOmRqC1MhVzEUM6CpN5uGdAlACGAA&sourceid=chrome&us_lrf=SAFEstate+ve&vrt=ori:280bfc5e_virt:EVY6ImNoSNtpc-sl-0 Knowledge Harvest</p>	
Vocabulary	<p>Tier 1: Arctic Antarctica Space</p>	<p>Tier 2: Slavery Explorer Discovery</p>	<p>Tier 3: Expedition Indigenous Significant</p>	