

Challenge pack

Year 1 Book Bugs

Learning Challenge

Can we put on an exhibition at
Smethwick Library?



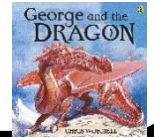
Class Text

A range of traditional tales including;



Jack and the Beanstalk, Goldilocks and the Three Bears

The Three Little Pigs, Little Red Riding Hood



Thinking and Learning skills and tools

WWW

EBI



Consider all factors CAF

What went well?

Even Better If.....

Make a plan



Noticing

Managing
Distractions

Perseverance

Collaboration

Empathy
and listening

Imagining

Making
Links

Planning

Hooks or memorable experiences

Story Telling Day (focus on
books and stories- traditional
tales)

Visit to the library (local
knowledge – what is a library)

Sir Teachalot visit (history
knowledge and story focus)

Public Outcome—how will this demonstrate learning

A book themed Library exhibition to
encourage families to use our local
library.

Create artwork to be displayed in the
library for visitors to the library to
enjoy.

Create a folder of stories for use in
our reading areas.

Concept Questions—exploring the concepts raised in this Challenge

What is an exhibition?

Why do people read books?

Does everyone like the same books?

Which is better, paper book or electronic books?

Key Questions—those asked to measure understanding of pupils

The library need to buy some new books. What would you recommend and why?

What would you look like without a skeleton?

Which is the best sense and why?

What is the difference between life in a castle and life in my home? What is the same?

Can you name the four countries in the UK? Which one do we live in?

Do we have a king or a queen and who is it?

Year group	1	Term	Autumn	Challenge Pack	Book Bugs- Can we put on an exhibition at Smethwick Library?	
SUBJECT FOCUS	Children will learn about / will know (Declarative knowledge)			Children will know how to... (Procedural knowledge)	Prior learning (Schemata)	Vocabulary
History	Castles What is a castle? Know the key features of a castle: moat, crenulations, drawbridge, turrets, keep, portcullis. When were castles built? Past, long ago, timelines Know that some people lived in castles in the past and that this was a long time ago. Who lived in them? nobles, peasants, knights, Kings, Queens, squires. Why were they built? Defence, status, home. Know how the features of a castle helped defend the people. What was life like in medieval times? How commoners, peasants, nobles, knights lived. -What is a knight and what did they do? Why were they important? training, armour, weapons			1.1a Place events on a simple timeline 1.1b Sequence some events beyond my living memory 1.3 Ask questions about what has happened in my lifetime 1.3a Start to ask why things might have happened in the past. 1.4a Compare how something was different in the past to now. 1.4b Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same.	Family history in living memory. Significant events in their life, family days, Past/present, future, routines, passage of time, families, communities Significant events in their life- Birthday, celebration days,	Past/ present/ future Now then next Timeline Family tree Living memory Evidence Source Kingdom Settlement Peasant servant Nobles Lords Royalty King Queen
Geography	Where do we live? Smethwick, West midlands, England, United Kingdom What countries make up the United Kingdom? England, Scotland, Wales, Northern Ireland What are the capital cities of each of the countries in the UK? London, Edinburgh, Cardiff, Belfast What are the four seasons in the United Kingdom? Spring, summer, autumn, winter			1.1a Name 4 countries of the UK and identify on a map 1.2 Describe the weather and seasons 1.1 Identify simple features in our local area 1.4 Use a simple picture map to follow a route	Our country and other areas in the world- dessert, arctic, forest, where we live, similarities and differences of their own immediate environment and natural environment. Weather patterns, changes	Island / Isles England, Scotland, Wales, Ireland (Eire- etymology-not just an island!) United Kingdom city, town, village, sea,
RE	Who celebrates what? Sikhs – Diwali, Muslims – Eid, Christians – Christmas. Why does Eid matter to Muslims? Family and celebration. Why does Christmas matter to Christians? Celebration of the birth of Jesus (son of God). Sharing gifts. Family. Holy places: where and how do Christians, Muslims & Sikhs worship? Gurdwara, Church, Mosque.			1.1 Recount elements of religious stories. 1.2 Recognise religious buildings 1.2b Identify aspects of practise in a religion. 1.3 Identify symbols from a religion.	Celebration days in school year Diwali, Eid, Christmas-nativity	Christmas- Jesus, God, birth, Bethlehem, Angel, messenger. Eid- Messenger, prophet, 5 pillars of faith, Fanoos, prayer mats. Diwali- Light, Divas, festivals, Rama, Sita. Mosque, church, Gurdwara

Art	<p>What is the difference between drawing diagrams and sketching? short light strokes, copying a picture/object, correct size, outline, diagrams are labelled, shading, HB: B get softer, H get harder</p> <p>Why do we need to look carefully at what we are drawing? Noticing. Outline. Colour. Detail.</p> <p>Which tools and materials are best for the task? Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips.</p> <p>How do I make different colours and shades? Know that black and white make grey. Adding black to colours makes them darker. Adding colours to white makes them lighter. Know what a primary and a secondary colour is.</p>	<p>1.1 Record and explore ideas from first hand observation, experience and imagination.</p> <p>1.4 Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>1.3 Mix secondary colours and shades using different types of paint.</p>	<p>Choosing colours, naming colours, using a range of tools.</p>	<p>Sketching, observation, tools, paint brush, tip, size, colour, outline, shade, dark, light, shade, line, marks, crosshatch, primary and secondary colours</p>
Design Technology	<p>Which DT techniques do I need to know to make a 3D sculpture?</p> <p>How can I join card to make a 3D model? Know some different types of card. Know some different types of glue and tape Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose.</p>	<p>1.1 Use my own ideas and experiences to generate a design idea</p> <p>1.3 Choose appropriate materials and tools</p> <p>1.3a Cut out a range of materials</p> <p>1.4 Describe how well my outcome meets my original idea</p>	<p>Children have explored a variety of materials, tools and techniques experimenting with colour design, texture form and function. Represent their own thoughts</p>	<p>Plan, label, diagram, model PVA glue, glue stick, masking tape, sellotape problem solving evaluate, design, rules, safety, structure, build, create, cut, join resources, materials,</p>
Music	<p>In what ways can we use our voice? Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds).</p> <p>What are these instruments called and how can they be played? Know correct names for instruments studied. Know that different instruments are played in different ways.</p> <p>What is a beat? Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively.</p> <p>Can I learn a range of songs to sing collaboratively for pleasure? Sing together at the same time. Know that music and songs make us feel different emotions.</p>	<p>1.1 Use voice to speak, sing and chant</p> <p>1.1a Make different sounds with voice</p> <p>1.2 Clap short rhythmic patterns</p> <p>1.3 Play an instrument to create sounds by using it appropriately</p> <p>1.4a Choose sounds to represent different things</p> <p>1.6a Respond to different moods in music</p>	<p>Followed a simple beat. Learnt how to sing together and when to stop. Silence and sound.</p>	<p>Songs, beat, fast, slow, rhythm, stop, listen, play, simple percussion instrument names</p>

ICT and Computing (including apps and digital pencil case)	<p>Can I use a keyboard to write my name? Knowledge of computer parts and functions.</p> <p>What can I do to keep safe online? Explain how and why to stay safe using the computers and what to do if a problem occurs.</p> <p>Can I give instructions for a sequence of movements? Know that they can program toys and machines.</p>	<p>1.1 Use the keyboard to write my name and other words</p> <p>1.5 Create individual instructions to a programme (straight, turn)</p> <p>1.5a Give a sequence of simple instructions</p> <p>1.6 Identify personal information that should be kept private online</p>	<p>Operate simple equipment. Complete a simple programme.</p>	<p>Safety, commands, instructions, programme, start, left right, forwards, backwards, repeat, stop, personal information.</p>
PSHE	<p>What rules do we need to make in order to make our class a happy and safe place? Know and understand the importance of class rules. Rewards and consequences. Behaviour policy. Values. Toolkit.</p> <p>Can we label and identify how we are feeling? Know the 6 types of emotions displayed on the emotion coaching boards. Know how these make themselves and others feel. Know how to regulate reactions to emotions.</p> <p>What can I do to stay safe inside and outside of school? Safety – fireworks, fire, stranger danger, road awareness.</p>	<p>E3.2 I can list my emotions and how I show / express them</p> <p>E3.3 I can describe what values/ behaviours a person can show</p> <p>E4.2 I can identify when working together is important</p> <p>E4.2 I can describe what it means to forgive a friend or have empathy in a situation</p> <p>E5.1 I can practice short times of mindfulness or 'enjoying the moment'</p> <p>E5.3 I can identify ways that I could get help if I was in need</p> <p>E6.1 I can identify people, places and things that make me feel happy and safe and that are important to me</p>	<p>Previous class rules and work on emotions and reflection.</p>	<p>Emotion vocab – see emotion coaching board.</p> <p>Positive behaviour rules.</p> <p>Common sense</p> <p>Safety guidance/warning</p> <p>Stranger, trusted, temptation, deceive</p> <p>Kerb, traffic, crossing, pavement, lollypop person, high visibility jacket.</p>
PE	<p>In what ways can I use my body to move in different ways around a space? Know what a space is and can move safely into it. Know safety rules for P.E. Know that it is possible to take weight of body on different parts.</p> <p>Why do we have to change speed and direction? Dodge and pivot to change direction.</p> <p>How is being active good for you? Heart rate. Healthy. Exercise. Breathing.</p>	<p>1.1a Change level, speed and direction, dodging and pivoting.</p> <p>1.2a Travel in a variety of ways</p> <p>1.2b Make our bodies stretch, curl, tense and relax</p> <p>1.4a Run at different speeds (e.g. jog, run, sprint)</p> <p>1.7a Describe how being active is good for you</p>	<p>Travelling safely.</p>	<p>Moving, body parts, balance, stop, start, stretch, fast, slow, high low, space, safely, safety.</p>