

**Where's Wally – Long term plan and skills progression**

**Year 1, Spring 2020**



**What do you already know about Warwick? What would you like to find out? Mind map for start and end of topic.**

Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<b>Pre structural</b> No real understanding of topic, fails to grasp concept	<b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge	<b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning	<b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	<b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions
Key learning	To be able to identify the features of their local area.	To be able to identify the difference between their locality and another area. To start to understand how life was like in the past.	To use some of the differences/facts design a map with increasing historical/geographical knowledge.	To apply prior learning to understand differences and be able to compare and contrast localities with reference to time.	I can reflect on and consolidate all of the information I have learnt about the local area and can communicate confidently about the features of the town and how it has changed over time. This will include  GEOGRAPHY (linked to DT) In groups, producing a 3D map of an area in Warwick, showing different physical and human features.
Attainment					
To gain some knowledge of the U.K. and about their own locality and where it is in the U.K. (Geography)	To know that they live in Warwick which is a town in the U.K.	To know That Warwick is a part of England	To know that England is only part of the U.K. To know the different parts of the U.K and be able to locate them onto a map.	To know the capital cities of all different parts of the U.K and be able to locate them and talk about some similarities and differences between the places.	HISTORY/Writing Producing a booklet about the life of William Shakespeare  ICT Programming a Beebot to follow direction around a map of the U.K to get to all the different capital cities and seas.
To learn about the past using their local area (History/ Geography)	To know that places can change over time	To be able to identify some old and new buildings in Warwick.	To be able to talk with some confidence about the differences between old and new buildings.	To be able to identify on a simple timeline when different buildings would have been built and discuss some of the materials and design	ART

				differences between old and modern buildings.	Using inspiration from the work of SL Lowry, make a class picture of Warwick in the same style but using different technique.
To learn about the life of a significant person from the local area (History)	To know that William Shakespeare was a famous person from the past.	To know that William Shakespeare was a famous writer from Stratford who was famous for writing plays.	To know that William Shakespeare lived over 400 years ago and be able to relay some facts about William Shakespeare's life growing up.	To be able make some comparisons between Williams life growing up and their own. To know some other facts about living in Tudor times.	
To design, make and evaluate a 3D model of the local area showing different physical and human features (DT (linked to Geography))	To know that places are made of human and physical features To know that in DT we can design and create things in 2D or 3D	To know how different human and physical features are shown as symbols on a map.	To be able to work with others to transfer 2D human features (symbols) into 3D.	To arrange the different 3D human and physical features on to a large- scale map to recreate a small area of Warwick. To label the different streets around the places.	
To learn about the work of a famous artist and recreate their style using a different technique. (Art)	To know Lowry was an artist.	To know Lowry was an artist and that he had a 'style' and can start imitate it. The child doesn't see the need to develop and improve.	To combine the skills of painting, with a limited colour palette, to produce a building and person from Warwick. To start to evaluate their own painting.	To combine the skills of painting, with a limited colour palette, to produce a building and person from Warwick, evaluating and improving their own work. To know that a first attempt can be improved and developed.	
Listening and applying knowledge and understanding	Round and Round! Charange music scheme. Round and round builds on all previous learning, focussed around one song, a Bossa Nova Latin style song 'Round and round'. This presents an integrated approach to music where games, the dimensions of (music, pulse, rhythm, pitch etc) singing and playing instruments are all linked.				

**Where's Wally - Planning Map**

### What is the hook?

- **Warwick Walk to find Wally! (Thursday 23<sup>rd</sup> Jan 2020)**
- **Visit to Shakespeare's birthplace, Stratford upon Avon March 2020, to coincide with WS Week.**

### **Geographical Vocabulary**

Human, physical features, North, South, West, East Country, city, town, village continent With some support, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, river, factory, farm. House, office, shop, key

### **Historical Vocabulary**

now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

### **Weekly planning**

<b>Knowledge and skill being developed</b>	<b>Short plan</b>	<b>Resources needed</b>
<b>Literacy</b> <b>Literacy:</b> Non-fiction writing Pupils should be taught to: <ul style="list-style-type: none"><li>• <b>develop positive attitudes towards and stamina for writing by:</b> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes</li><li>• <b>consider what they are going to write before beginning by:</b> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li><li>• <b>make simple additions, revisions and corrections to their own writing by:</b></li></ul>	<b>Where's wally and Will in Warwick?</b>  Labelling parts of the U.K.  Writing directions  display – key vocabulary  Writing about their home  Writing about their walk around Warwick Writing about their trip to Stratford  Non-fiction writing – Information about different buildings in Warwick Information booklet about William Shakespeare  Diary writing about the weather	Warwick visit  Stratford visit  'Oxford online atlas  Chalks, pictures, paper paints

evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form		
Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas  Name, locate and identify characteristics of the 4 countries and capital cities in the UK.	What is the UK and where is it? What countries are in the UK? Capital cities NSEW Seasons Weather in the seasons and Locational differences.	Maps Weather diary Oxford Infant Atlas- Schools Programs
Use basic geographical vocabulary to refer to key physical and human features	Where's Wally to teach vocab for positional and physical and human features.	Where's Wally ppt plus corresponding activity
Use compass directions and locational language to describe the location of features and places on a map	Using map of UK to describe where cities or countries are in relation to one another.  P.E. games  Where's Wally sheet to locate characters using NESW	Oxford Infant Atlas- Schools Programs  Where's Wally resources
To understand similarities and differences through human and physical features of Warwick	Warwick Walk  Recognise and name Important buildings, historically and architecturally	Pictures of prominent buildings
A contrasting place.	Bo or Erasmus link	
Identify how land is used around the school.	Canal walk  Use of canals in Warwick	
To devise simple maps with simple keys.	Map of local area Using simple keys	Oxford Infant Atlas- Schools Programs
<b>Knowledge and skill being developed</b> <b>History</b>	<b>Short plan</b>	<b>Resources needed</b>

Changes within living memory. Sort events or objects into groups	Sort 3 objects into chronological order.	Selection of household objects (could use replicas)
Look at pictures and ask questions	Discuss some of the differences they notice using (basic historical language), of the architecture/buildings pointed on the town walk .	Pictures of different types of houses (to include Shakespeare's birthplace). Town walk
Understand the difference between things that happened in the past and the present.	Story of the Great Fire of Warwick	Story Sequencing pictures
Events beyond living memory that are significant nationally or globally.	Visit Stratford upon Avon to celebrate the legacy of William Shakespeare and how his life and works are relevant to this day.	Stratford visit (to include drama workshop – The Tempest?) TBC
The lives of significant individuals in the past who have contributed to national and international achievements.	Literacy link- William Shakespeare	Stratford visit Follow up work linked to literacy – Shakespeare information booklet.
Significant historical events, people and places in their own locality.	Working with an adult, find out about a famous person from the past and carry out some research on him/her.	As above
<b>Knowledge and skill being developed</b> <b>Design and Technology</b>	<b>Short plan</b>	<b>Resources needed</b>
To develop, communicate and plan ideas.	To discuss, design and plan a moving scene from The Tempest (or the play experienced at Shakespeare's Birthplace).	Recyclable materials Scaffolded planning sheet
Working with tools, equipment and components to make quality products.	To trial and build their chosen mechanism.	Cardboard, split pins glue, masking tape, scissors and materials suggested by the children from the previous lesson.
	To incorporate their mechanism into their design.	
Evaluate processes and products	Evaluate- What I like/ What I don't like/How can I improve it?	Scaffolded evaluation sheet
<b>Knowledge and skill being developed</b> <b>Art</b>	<b>Short plan</b>	<b>Resources needed</b>

Learn about the works of artists	Listen to the story and song about LS Lowry. Compare two pieces of Lowry's artwork, looking at colours, style techniques.	You tube- Matchstalk men Lowry's life Two of Lowry's paintings to compare
	Refer to previous lesson. Look at similarities and differences, list.	Two small pictures of Lowry's work in topic books. Page split -similarities and differences
Collage skills	Use ICT ,books and photographs, look at a range of collages. Collect some natural materials and make their own collage on the playground.	Where the Forest meets the Sea – large book plus set of 6 Pictures of collages Goldsworthy book
	Make a landscape collage of one of the works of LS Lowry.	BBC Clip, creating collage landscape  Selection of collage materials, suggested by children
<b>Knowledge and skill being developed</b> <b>Music</b>	<b>Short plan</b>	<b>Resources needed</b>
	Round and Round! Charange music scheme.  Bossa Nova	

### Holiday Homework – Pre-teach

Late December over holidays 2019 - Year 1 - Research Map – Mind map to ascertain what the children know about Warwick, their houses and buildings before we start the topic.

Inc. questions of things they would like to find out about during this topic.