

Unit Planner: Should Plop be afraid of the dark?

Year 1 - 5 Weeks

Key Concepts: Curiosity, Transition, Empathy	Intent: The main intent is to ensure the pupils understand the science behind seasons, day, night and celestial objects (appropriate to their age). They will also discuss their own personal fears and how we can support each other to overcome these. They will also look at the art / music inspired by these occurrences.		
National Curriculum Statements (Target Tracker)	Starter: Visit from owls. Outcome: Children to present their own weather forecast.		
<p>Pupils will be taught to –</p> <p><u>Science</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely. Perform simple tests. Gather and record data to help in answering questions. Use his/her observations and ideas to suggest answers to questions. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Art</u> Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products in two and three dimensions. Explain what he/she likes about the work of others. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools.</p> <p><u>Computing</u> Recognise common uses of information technology in the home and school environment. Use technology purposefully to create digital content. Predict the behaviour of simple programs. Understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Geography</u> Describe seasonal weather changes.</p> <p><u>DT</u> Use simple tools with help to prepare food safely. Create simple designs for a product.</p> <p><u>Music</u> Listen to music with sustained concentration. Use the correct musical language to describe a piece of music. Discuss feelings and emotions linked to different pieces of music. Understand that pitch describes how high or low sounds are. Understand that pitch describes how high or low sounds are. Understand that dynamics describe how loud or quiet the music is.</p> <p><u>PSHE</u> Know choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	Subject: Art / D&T Who was van Gogh? Can I explore his art and make comparisons Can I create my own starry night pictures- Post Impressionism Can I make star shaped biscuits for charity?	Key Vocabulary: Artist, post-impressionism, comparisons, paint, shade, Contrast, bake, ingredients, oven, mix, temperature	
	Subject: Music Who was Vivaldi? The Four Season Can I appreciate the different movements?	Volume, pitch, tune, appreciation, evaluate	
	Subject: Science Do you understand the earth's movements around the sun - day and night? Can you observe the changes between the 4 seasons? Why is the sun so important to us? Can you identify and name a variety of sources of light? Can you compare sources of light e.g natural, electric etc? Can you explore and name animals that come out at night and explain how they survive in the dark? Can you think of questions for an owl keeper? Can you observe and record seasonal and daily weather patterns? Where do the stars go to in the daytime? Can you go on a shadow hunt and think about why shadows are there? What would it be like to live in the North Pole? Do you understand that the dark is the absence of light? Explore shiny objects - do they shine in the dark or not? Can you compare length of day and height of sun (playground shadows).	Earth, day, night, changes, seasons, spring, summer, autumn, winter, sun, rotation, observation, record, identify, light sources, compare, natural, artificial, nocturnal, explore, dark, weather patterns, shadow, reflection	
	Subject: PSHE What is so scary about the dark? How can we conquer fear?	Worried, scared, excited, nervous, fear, different, sad, happy, secrets, surprises	
	Subject: Computing Can you reproduce the different seasons using Garageband? Can you create your own weather forecast using an iPad? Can you program a beebot to travel in the dark? Can you understand what an algorithms is and how they work in beebots?	Algorithms, program, instructions, input, errors, film, record, edit, save	
	Text types: Narrative	Literature: The owl who was afraid of the dark	Maths links: Beebots

Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	Non-Fiction	Can't you sleep little bear? I want my light on		Creative Writing - What Happens When It Is Dark? Fact File about a nocturnal animal.
Enrichment: Visit from owls.				