



Intent:	To understand and explain everyday materials. To draw scientific conclusions. To discuss personal opinions and have reasons for their opinions.	
Starter:	Read the story – The three little pigs	
Core Texts:	The Three Little Pigs	
Key Concepts:	Impact, Power, Curiosity, Justice and Empathy	
Outcome Pieces:	Persuasive Poster, Own version of The Three little pigs, Thank you letter to reverend	
Enrichment:	School environment: Material Hunt around school	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> • Can I conduct a scientist Study? Can I explain who Charles Mackintosh is and why he is a valued scientist? • Can I explore the materials used in the story? Can I explain what straw, sticks and bricks could be used for? • Can I understand the difference between man-made and natural materials? Can I sort objects? • Can I go for a material hunt around school? Can I name and group materials I have found? • Can I explain properties of materials? Can I understand the strengths and weaknesses of materials used in the three little pigs? • Can I investigate the best material to build the 4th house? Can I perform simple tests? • Can I write up my investigation and draw a conclusion on the best material found? 	Material, Plastic, Glass, Metal, Wood, Waterproof, Opaque, Transparent, Rock, properties, Hard, Soft, Smooth, rough, Flexible, Rigid, Charles Macintosh
	National Curriculum: <ul style="list-style-type: none"> • <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways. • observing closely, using simple equipment. • performing simple tests. • identifying and classifying. • using their observations and ideas to suggest answers to questions. • gathering and recording data to help in answering questions. • asking simple questions and recognising that they can be answered in different ways. • observing closely, using simple equipment. • performing simple tests. • identifying and classifying. • using their observations and ideas to suggest answers to questions. • gathering and recording data to help in answering questions. 	
Geography		
	National Curriculum:	
History		
	National Curriculum:	
Design Technology	<ul style="list-style-type: none"> • Can I create a simple mechanism (split pin pig)? • Can I label materials used for my mechanism? • Can I evaluate my mechanism? 	Create, Cut, Move, Split pin, Glue, Attach
	National Curriculum: <ul style="list-style-type: none"> • <i>When designing and making, pupils should be taught to:</i> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria. 	



		<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. value their ideas and products against design criteria. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 						
Art								
	National Curriculum:							
Music								
	National Curriculum:							
PSHE	<ul style="list-style-type: none"> Can I recognise what is fair and unfair, kind and unkind, right and wrong? Can I understand the wolf's actions? Were they Kind/ unkind? Fair/ unfair? 	Fair, Unfair, Kind, Unkind, Right, Wrong						
	National Curriculum:	See PSHE Subject Document.						
Religious Studies								
	National Curriculum:							
Computing	<ul style="list-style-type: none"> Can I create a persuasive poster explaining why the 4th little pig should use my materials? <p>E-Safety – Project Evolve Strand 5 – Managing Online Information Strand 6 – Health, Well-being and Lifestyle See Project Evolve Document.</p> <p>NCEE Unit 3: Moving a Robot</p> <table border="1"> <tr><td>To explain what a given command will do</td></tr> <tr><td>To act out a given word</td></tr> <tr><td>To combine forwards and backwards commands to make a sequence</td></tr> <tr><td>To combine four direction commands to make sequences</td></tr> <tr><td>To plan a simple program</td></tr> <tr><td>To find more than one solution to a problem</td></tr> </table>	To explain what a given command will do	To act out a given word	To combine forwards and backwards commands to make a sequence	To combine four direction commands to make sequences	To plan a simple program	To find more than one solution to a problem	<p>App, Create, Background, Tap, Picture, Text, Size, Layout, Arrange</p> <p>Forwards, backwards, turn, clear, go, commands Instructions, directions Forwards, backwards, commands Left, right, turn, commands Plan, algorithm, program Route, plan, program</p>
	To explain what a given command will do							
To act out a given word								
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National Curriculum:	<i>Pupils should be taught to:</i>							

Year 1 Unit Plan: What should the 4th little pig use to build her house? (6 weeks).



ROWLATTS MEAD
PRIMARY ACADEMY

		<ul style="list-style-type: none">• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions• create and debug simple programs• use logical reasoning to predict the behaviour of simple programs• recognise common uses of information technology beyond school
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Year 1 Unit Plan: What should the 4th little pig use to build her house? (6 weeks).



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Literacy	Can I read and understand texts? The Three Little Pigs	Twitter	Empathy
2. D & T	Can I create a simple mechanism (split pin pig)	Books	Impact
3. D & T	Can I label materials used for my mechanism? Can I evaluate my mechanism?	Books	Impact
4. PSHE	Can I recognise what is fair and unfair, kind and unkind, right and wrong?	Books	Impact
5. PSHE	Can I understand the wolf's actions? Were they Kind/ unkind? Fair/ unfair?	Books	Justice
6. Science	Can I explore the materials used in the story? Can I explain what straw, sticks and bricks could be used for?	Books	Power
7. Science	Can I go for a material hunt around school? Can I name and group materials I have found?	Books	Impact
8. Science	Can I understand the difference between man-made and natural materials? Can I sort objects?	Books	Power
9. Science	Can you compare the properties of glass and rock? Can I understand the strengths and weaknesses of materials?	Books	Curiosity
10. Science	Can you compare the properties of plastic and wood? Can I understand the strengths and weaknesses of materials?	Books	Curiosity
11. Science	Can you compare the properties of metal and Fabric? Can I understand the strengths and weaknesses of materials?	Books	Power
12. Science	Can I explain who Charles Mackintosh is and why he is a valued scientist?	Books	Power
13. Science	Can I conduct a scientific Study? Waterproof and Non Waterproof roof for the three little pigs. Record findings. (Email from the wolf asking for help to build a new house.)	Books	Power
14.	Can I conduct a scientist Study? Transparent and Non transparent roof for the three little pigs. Record findings.	Book	Power
15. Science	Can I select the best materials based on my test results to collage the 4 th house? Can I perform simple tests?	Books	Curiosity
16. Science	Can I write up my investigation and draw a conclusion on the best material found?	Books	Curiosity
17.	Write a persuasive text from the 3 little pigs to the wolf to tell him which materials to use to build a new house for the pigs.	Books	Impact
18. End of unit	Create a Chatter pix (use text from day before) from the 3 little pigs to the wolf to tell him what materials to use to build a new house for the pigs.	Pic collage	Impact