

<b>Overall Intent:</b>	For pupils to have a greater understanding of who they are and where they live.	
<b>Starter/Launch:</b>	Pupils receive a letter asking them to find a lost map. Clues given to areas around school where parts of the map are hidden. Pupils collect all pieces and put together. Then pupils use the map to find invitations, tour guide and bus tickets to explore Leicester City and Evington Village (inc. surrounding areas).	
<b>Core Texts:</b>	My World – Your World, The Family Book, Elmer, Children’s History of Leicester, Me on a Map, Maps of the United Kingdom, Let’s Make Faces, All Kinds of People, All About Families, Different Families Same Lives.	
<b>Key Concepts:</b>	Home, Belonging, and Curiosity.	
<b>Outcome Pieces:</b>	Art – Evington Village Landmark. Geography – Map of the Local Area. Computing – Presentation (themselves and family).	
<b>Enrichment:</b>	Trips – City of Leicester, Evington Village (inc. surrounding areas) and Local Area. Visitors – Ismail Dale (Historic England) to discuss changes in Local Area.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<b>Intent:</b>	
	<b>National Curriculum:</b>	
<b>Geography</b>	<b>Intent:</b>	For pupils to gain a better understanding of the differences between a city, village, and local area.
<b>Rowlatts Passport:</b> <b>Asia - Pakistan</b>	<ul style="list-style-type: none"> <li>• Can I understand what a map is and what they are used for?</li> <li>• Can I use a map to identify the four countries of the United Kingdom?</li> <li>• Can I identify key features of the local area? (walk local area – pictures)</li> <li>• Can I create a simple map of the local area?</li> <li>• Can I add labels and a key to my map?</li> <li>• Can I describe where things are on my map? (orally and written linked to above)</li> <li>• Can I identify features of physical and human geography and sort them? (use pictures from local area)</li> <li>• Can I identify physical and human features on a tour of a city (Leicester)?</li> <li>• Can I identify physical and human features on a tour of a village (Evington Village)?</li> <li>• Can I compare the physical and human features of a city and village?</li> <li>• Can I use aerial photographs and plan perspectives to recognise landmarks? (map of Leicester)</li> <li>• Can I contribute to creating a model map of Leicester? (messy map)</li> <li>• Can I describe the location of different landmarks (e.g., left and right, far and near etc.)?</li> </ul>	Map, Atlas, Globe, City, Country, World, England, Northern Ireland, Scotland and Wales, Road, Rail, Transport, Bus, Train, Car, Walk, Shop, Village, Post Office, Park, Place of Worship, Supermarket, Restaurant, Café, Key, Plan, Map, Route, Left, Right, Straight, Turn, Straight, School, Shops, Restaurants, Museums, Buildings, Church, Mosque, Temple, Gurdwara, Parks
	<b>National Curriculum:</b>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>



		<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<b>History</b>	<b>Intent:</b>	For pupils to understand ways in which Leicester and the local area has changed from the past to present.
	<ul style="list-style-type: none"> <li>Can I compare features of old and new maps?</li> <li>Can I compare what Leicester was like in the past and now using maps?</li> <li>Can I use old photographs of my local area and discuss what has changed over time?</li> <li>Can I interview a Historian to understand how things have changed in Leicester? (Ismail Dale)</li> <li>Can I explain how things have changed in Leicester?</li> </ul> <p><a href="#">Local Links – Lily Marriot</a> <a href="#">Evington Heritage Village – Evington Echo</a></p>	A long time ago, Last week, Yesterday, Today, Change, Over time
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national.</li> <li>significant historical events, people, and places in their own locality.</li> </ul>
<b>Design Technology</b>	<b>Intent:</b>	
	<b>National Curriculum:</b>	
<b>Art</b>	<b>Intent:</b>	For pupils to use various art skills and techniques to create an outcome piece for a specific purpose.
	<p><b><i>Evington Church Landmark</i></b></p> <ul style="list-style-type: none"> <li>Can I sketch the Evington Church landmark?</li> <li>Can I add detail to my sketch?</li> <li>Can I experiment with different tones of colour?</li> <li>Can I colour my Evington Church landmark using watercolour pencils?</li> <li>Can I use a wash to blend the colours on my Evington Church landmark?</li> <li>Can I evaluate my piece of artwork?</li> </ul>	Sketch, Draw, Paint, Brush, Variety of tools, Texture, Create, Shade, Colour, Different Medium, Artist, Post-Impressionism, Comparisons, Shade, Contrast, Popart, Trace
	<b>National Curriculum:</b>	<i>Pupils should be taught:</i> <ul style="list-style-type: none"> <li>to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li> </ul>
<b>Music</b>	<b>Intent:</b>	For pupils to begin to listen carefully to music and begin to recognise the sounds that different instruments make.
	<ul style="list-style-type: none"> <li>Can I begin to recognise different areas of the orchestra and name instruments from listening?</li> <li>Can I appraise a piece of music? (Lovely Listening)</li> </ul>	Orchestra, Woodwind, Brass, Strings, Percussion, Violin, Cello, Harp, Trumpet, Tuba, Trombone, Flute, Clarinet, Oboe, Xylophone, Glockenspiel, Drum
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>PSHE</b>	<b>Intent:</b>	For pupils to understand who, where and what you belong to and be proud of it.

	<ul style="list-style-type: none"> <li>• Can I recognise what makes me special?</li> <li>• Can I identify what I am good at, what I like and what I dislike?</li> <li>• Can I identify common family features?</li> <li>• Can I identify the people who love and care for me understanding how they make me feel cared for?</li> <li>• Can I understand the different groups that I belong to?</li> <li>• Can I recognise risks in simple everyday situations?</li> <li>• Can I learn the rules and ways to keep physically safe such as road safety?</li> </ul>	Special, Good, Bad, Feelings, Safety, Like, Dislike, Choices, Families, Rules, Respect, Right, Wrong, Law, Responsibility, Money, Jobs, Saving, Choice, Truth, Honesty, Right, Wrong, Dangers, Dangerous						
	<b>National Curriculum:</b> See PSHE Document.							
<b>Religious Studies</b>	<b>Intent:</b> For pupils to understand who, where and what you belong to.							
	<ul style="list-style-type: none"> <li>• Can I explore how we belong to others? Who is in my family?</li> <li>• Can I explain why some people believe they belong to God?</li> <li>• Can I explain what I believe?</li> <li>• Can I create a picture of where I belong? (home, family, relatives, faith etc.)</li> </ul>	Family, Home, Religion, Worship, Community, Faith, Belief, Relatives						
	<b>National Curriculum:</b> See SACRE Document.							
<b>Computing</b>	<b>Intent:</b> For pupils to increase their understanding about Technology around us.							
	<ul style="list-style-type: none"> <li>• Can I use Chatterpix to talk about myself and my family?</li> </ul> <p><b>E-Safety – Project Evolve</b> Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p><b>Teach Computing Unit: Technology Around Us</b></p> <table border="1" data-bbox="353 991 1357 1339"> <tr> <td>Can I identify technology?</td> </tr> <tr> <td>Can I identify a computer and its main parts?</td> </tr> <tr> <td>Can I use a mouse in different ways?</td> </tr> <tr> <td>Can I use a keyboard to type?</td> </tr> <tr> <td>Can I use a keyboard to edit text?</td> </tr> <tr> <td>Can I create rules for using technology responsibly?</td> </tr> </table>	Can I identify technology?	Can I identify a computer and its main parts?	Can I use a mouse in different ways?	Can I use a keyboard to type?	Can I use a keyboard to edit text?	Can I create rules for using technology responsibly?	Add /Delete, Block, Command, Compare, Digital, Edit, Instruction/Sequence, Keyboard, Keys, Program, Properties, Sprite, Tools, Value, Technology, Computer, Mouse/Trackpad, Keyboard, Screen, Click, Drag, Draw, Double-Click, Click and Drag, Input Device, Shift, Space Bar, Capital Letter, Full Stop, Safely, Responsibly
Can I identify technology?								
Can I identify a computer and its main parts?								
Can I use a mouse in different ways?								
Can I use a keyboard to type?								
Can I use a keyboard to edit text?								
Can I create rules for using technology responsibly?								
	<b>National Curriculum:</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>							



- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Sequence of Lessons			
Subject	Learning Challenge	Outcomes/Evidence (where?) Options: Books/Display/Twitter/Non-Recorded	Concepts
Starter/Launch	See Above.	Twitter.	
1. PSHE	Can I recognise what makes me special?	Books	Heritage, Beliefs, Respect, Choices, Home, Curiosity, Diversity
2. PSHE	Can I identify what I am good at, what I like and what I dislike?	Floor Book	
3. Religious Studies	Can I explain how we belong to others? Who is in my family?	Books	
4. PSHE	Can I identify common family features?	Books	
5. PSHE	Can I identify the people who love and care for me understanding how they make me feel cared for?	Floor Books	
6. PSHE	Can I understand the different groups that I belong to?	Twitter	
7. Religious Studies	Can I explain why some people believe they belong to God?	Floor Books	
8. Religious Studies	Can I explain what I believe?	Books	
9. Religious Studies	Can I create a picture of where I belong? (home, family, relatives, faith etc.)	Books	
10. Computing	Can you use Chatterpix to talk about myself and my family?	Twitter	
11. Geography	Can I understand what a map is and what they are used for?	Photo/Twitter	Home, Curiosity, Belonging
12. Geography	Can I use a map to identify the four countries of the United Kingdom?	Books	
13. Geography	Can I identify key features of the local area? (walk local area – pictures)	Photos/Twitter	
14. Geography	Can I create a simple map of the local area?	Books/Photos	
15. Geography	Can I add labels and a key to my map?	Books/Photos	
16. Geography	Can I describe where things are on my map? (orally and written linked to above)	Books/Photos	
17. Geography	Can I identify features of physical and human geography and sort them? (pictures from local area)	Books	
18. Geography	Can I identify physical and human features on a tour of a city (Leicester)?	Books	
19. Geography	Can I identify physical and human features on a tour of a village (Evington Village)?	Books	
20. Geography	Can I compare the physical and human features of a city and village?	Books	
21. Geography	Can I use aerial photographs and plan perspectives to recognise landmarks? (map of Leicester)	Books	
22. Geography	Can I contribute to creating a model map of Leicester? (messy map)	Photos/Twitter	
23. Geography	Can I describe the location of different landmarks (e.g., left and right, far and near etc.)?	Books	
24. History	Can I compare features of old and new maps?	Books	Change, Impact
25. History	Can I compare what Leicester was like in the past and now using maps?	Photos/Twitter	
26. History	Can I use old photographs of my local area and discuss what has changed over time?	Video/Twitter	
27. History	Can I interview a Historian to understand how things have changed in Leicester? (Ismail Dale)	Twitter	
28. History	Can I explain how things have changed in Leicester?	Books	

Year 1 Unit Plan: Who am I and where do I live? (6 weeks)



29. Art	Can I sketch the Evington Church landmark?	Sketch Books	Curiosity
30. Art	Can I add detail to my sketch?	Sketch Books	
31. Art	Can I experiment with different tones of colour?	Sketch Books	
32. Art	Can I colour my Evington Church landmark using watercolour pencils?	Sketch Books	
33. Art	Can I use a wash to blend the colours on my Evington Church landmark?	Sketch Books	
34. Art	Can I evaluate my piece of artwork?	Sketch Books	
35. PSHE	Can I recognise risks in simple everyday situations?	Floor Books	Choices, Impact
36. PSHE	Can I learn the rules and ways to keep physically safe such as road safety?	Floor Books	
Computing Unit	Can I identify technology? Can I identify a computer and its main parts? Can I use a mouse in different ways? Can I use a keyboard to type? Can I use a keyboard to edit text? Can I create rules for using technology responsibly?	Books/Floor Books/Twitter.	