Year 1 Unit Plan: What should the 4th little pig use to build her house?

ROWLATTS MEAD PRIMARY ACADEMY

Overall Intent:	For pupils to understand and explain everyday materials. To understand how the materials of buildings have changed from the past to present. To draw scientific conclusions. To discuss personal opinions and have reasons for their opinions.		
Starter/Launch:	Read the story – The Three Little Pigs.		
Core Texts:	The Three Little Pigs, Let's Build a House, Ten Little Pirates, Iggy Peck Architect, Everyday Materials, Get up stand up (Bob Marley).		
Key Concepts:	Impact, Power, Curiosity, Justice, and Empathy.		
Outcome Pieces:	Scientist Study – Charles Mackintosh. Design Technology – Design and Make a House. PSHE – Oracy Task Moral of Three Little Pigs		
Enrichment:	School Environment: Material Hunt around School. Trip: Local Area (Rowlatts and Evington Village) Visitor: Local Architect.		
Subject Area:	**Statements:**		**Key Vocabulary:**
Science	**Intent:**	For pupils to increase their knowledge of materials by knowing the name, basic properties and objects made from different materials and apply to an investigation.	
Scientist Study: Charles Macintosh	***Everyday Materials*** • Can I explore a variety of everyday materials? *(exploring, questioning, discussion, picture evidence – over a five-day period)* • Can I distinguish between an object and its material? (sort by material) • Can I create a series of actions for material vocabulary? • Can I describe the properties of different everyday materials? • Can I group everyday materials based on their properties? • Can I compare different everyday materials based on their properties? • Can I investigate the best material for the roof of a house? (see working scientifically document) Text – Let's build a House (non-fiction book to facilitate learning) • Can I conduct a scientist study on Charles Macintosh?		Material, Plastic, Glass, Metal, Wood, Waterproof, bricks, paper, fabrics, elastic, foil, Opaque, Transparent, Rock, properties, Hard, Soft, Smooth, rough, Flexible, Rigid, Charles Macintosh
	National Curriculum:	*Pupils should be taught to:* • distinguish between an object and the material from which it is made. • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • describe the simple physical properties of a variety of everyday materials. • compare and group together a variety of everyday materials on the basis of their simple physical properties.	
Geography	**Intent:**		
Rowlatts Passport: North America - Jamaica			
	National Curriculum:		
History	**Intent:**	For pupils to understand how houses have changed over time using their local environment to support their understanding.	

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	• Can I explore the features of houses over time? • Can I discuss the different materials used for houses over time? • Can I order the houses in chronological order and/or on a timeline? • Can I compare the features of the buildings (old and new) to my immediate local area? (Evington Village, Church, Cottages, Evington Hall in the Park, Piggy's Hollow)		A long time ago, Last week, Yesterday, Today, Change, Over time, Local, Museum, Past, Pre-history, Present
	National Curriculum:	*Pupils should be taught about:* • changes within living memory. Where appropriate, these should be used to reveal aspect of changes in national life. • significant historical events, people, and places in their locality.	
Design Technology	**Intent:**	For pupils to use their understanding of materials to use a range of skills to build a structure based on certain criteria.	
	House • Can I explore and evaluate a range of existing house structures? • Can I interview an architect to understand more about structures? Visitor: Local Architect • Can I practise a range of practical skills? (cutting, shaping, joining, and finishing) • Can I explore how to make things stronger, stiffer, and more stable? • Can I design a structure? • Can I build a structure based on my design? • Can I complete an evaluation of my structure? • Can I talk about my structure using my knowledge of materials?		Construct, Build, Design, Purpose, Variety of tools, Texture, Create, Materials, Decorate, Fold, Cut, Paper, Card, Design, Make, Evaluate, Work on different scale
	National Curriculum:	*When designing and making pupils should be taught to:* • design purposeful, functional, appealing products for themselves and other users based on design criteria. • generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • 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. • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. • build structures, exploring how they can be made stronger, stiffer, and more stable.	
Art	**Intent:**		
Music	**Intent:**	For pupils to be able to confidently appraise a piece of music.	
	• Can I appraise a piece of music? (Lovely Listening)		Appraise, Choice, Listen, Instruments, Feel
	National Curriculum:	Pupils should be taught to: • Listen with concentration and understanding to a range of high-quality live and recorded music.	
PSHE	**Intent:**	For pupils to show that they understand various behaviours.	
	• Can I recognise what is fair and unfair, kind, and unkind, right, and wrong?		Fair, Unfair, Kind, Unkind, Right, Wrong

<table>
<tr><td></td><td colspan="2">• Can I understand the wolf's actions? Were they kind/unkind? Fair/unfair? (oracy)
Learning Link – Discussion about Story Variations</td><td></td></tr>
<tr><td></td><td>National Curriculum:</td><td colspan="2">See PSHE Subject Leader Document.</td></tr>
<tr><td>Religious Studies</td><td>Intent:</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td><td></td></tr>
<tr><td></td><td>National Curriculum:</td><td colspan="2"></td></tr>
<tr><td>Computing</td><td>Intent:</td><td colspan="2">For pupils to understand more about programming so that they can create their own simple program for a robot.</td></tr>
<tr><td rowspan="2"></td><td colspan="2">E-Safety – Project Evolve
Strand 5 – Managing Online Information
Strand 6 – Health, Well-being, and Lifestyle
See Project Evolve Document.

Teach Computing Unit: Programming A – Moving a Robot<table><tr><td>Can I explain what a given command will do?</td></tr><tr><td>Can I act out a given word?</td></tr><tr><td>Can I combine forwards and backwards commands to make a sequence</td></tr><tr><td>Can I combine four direction commands to make sequences?</td></tr><tr><td>Can I plan a simple program?</td></tr><tr><td>Can I find more than one solution to a problem?</td></tr></table></td><td>App, Create, Background, Tap, Picture, Text, Size, Layout, Arrange</td></tr>
<tr><td>National Curriculum:</td><td colspan="2">Pupils should be taught to:
• 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.</td></tr>
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Sequence of Lessons			
Subject	**Learning Challenge**	**Outcomes/Evidence (where?) Options: Book/Display/Twitter/Non-Recorded**	**Concepts**
Starter/Launch	See above.	Twitter	
1. PSHE	Can I recognise what is fair and unfair, kind and unkind, right and wrong?	Floor Book	Choices, Impact, Fairness, Friendship, Morals
2. PSHE	Can I understand the wolf's actions? Were they kind/unkind? Fair/unfair?	Floor Book - Pictograms	
3. Science	Can I explore a variety of everyday materials? (exploring, questioning, discussion, picture evidence – 5 days)	Books/Photos	Curiosity,
4. Science	Can I distinguish between an object and its material? (sort by material)	Books/Photos	
5. Science	Can I create a series of actions for material vocabulary?	Non-Recorded	
6. Science	Can I describe the properties of different everyday materials?	Books	
7. Science	Can I group everyday materials based on their properties?	Books	
8. Science	Can I compare different everyday materials based on their properties?	Books	
9. Science	Can I investigate the best material for the roof of a house? (see working scientifically document)	Photos/Twitter	
10. Science	BOOK – Let's build a house book (non-fiction book to support)		
11. Science	Can I conduct a scientist study on Charles Mackintosh?	Books	
12. History	Can I explore the features of houses over time?	Books	Curiosity
13. History	Can I discuss the different materials used for houses over time?	Books	
14. History	Can I order the houses in chronological order and/or on a timeline?	Books	
15. History	Can I compare the features of the buildings (old and new) to my immediate local area? (Evington Village, church, cottages, Evington Hall in the park, features where a moat used to be near a church – Piggy's Hollow)	Books/Photos/Twitter	
16. Design Technology	Can I explore and evaluate a range of existing house structures?	Non-Recorded	Curiosity
17. Design Technology	Can I interview an architect to understand more about structures?	Twitter	
18. Design Technology	Can I practise a range of practical skills? (cutting, shaping, joining, and finishing)	Sketch Books	
19. Design Technology	Can I explore how to make things stronger, stiffer, and more stable?	Sketch Books	
20. Design Technology	Can I design a structure?	Sketch Books	
21. Design Technology	Can I build a structure based on my design?	Sketch Books	
22. Design Technology	Can I complete an evaluation of my structure?	Sketch Books	
23. Design Technology	Can I talk about my structure using my knowledge of materials?	Sketch Books/Video/Presentation	
Computing Unit	Can I explain what a given command will do? Can I act out a given word? Can I combine forwards and backwards commands to make a sequence? Can I combine four direction commands to make sequences? Can I plan a simple program? Can I find more than one solution to a problem?	Books/Floor Books/Twitter.	