



Year 1 Why is water precious?



Learning Journey
Engaging
Authentic
Rigorous
Nova Curriculum

<p>Launch: Immersive Day under the sea. (Art)</p>	<p>Science (The Water Cycle) Children to understand the process of the water cycle and create their own Water Cycle in a Bag.</p>	<p>English (Narrative) Children to write a narrative based on the story 'Flotsam' to share their magical underwater journeys.</p>	<p>Geography (Continents and Oceans) Children to explore, identify and record the different continents and oceans using globes and maps.</p>	<p>English (Fact Files) To write fact files about creatures and their habitats under the sea to present to the Aquarium. Researching using iPads and text The Big Book of Blue.</p>
<p>Science and Geography (Survival) What does a sea creature need to survive? Children to explore how different sea creatures need different criteria to survive.</p>	<p>D&T (3D underwater Model) Children will design and create a 3D model based on their observations from their trip to the Aquarium.</p>	<p>Experience: Trip to the Aquarium to identify aquatic wildlife and their habitats.</p>	<p>History (Changes over time) Exploring the change in sea levels over time and identifying the meaning and impact of climate change.</p>	<p>English (Diary of changes over time) Children to use the text Dougal's Deep Sea Diary to write their own diaries about their observations of changes over time.</p>
<p>Science (Sustaining Healthy Oceans) Investigating materials and how quickly different materials decompose.</p>	<p>Launch: English (Letter Writing) To write a letter to publish in a local paper to persuade people not to use as much plastic and to explain impact of plastic pollution.</p>	<p>Launch: D&T How can we filter water? Design and create a feature that requires water filtering to make it sustainable.</p>	<p>Science (Lifecycle of Plants) Children to understand the Life Cycle of a plant and create their own experiments to find out what a plant needs to grow.</p>	<p>Science (Sanitation and Hygiene) Children to understand the importance of a clean water supply. What would we do without clean water in the world?</p>
<p>English (Instructions) Children to write a set of instructions to support the</p>	<p>History (Changes over time) To explore how fresh water ways have changed over time and how the local waterways</p>	<p>Experience: To meet dock workers and find out about the use of the Avonmouth Docks.</p>	<p>English (argument) To write an argument to explain the problem of chemical and</p>	<p>Landing To hold a fundraising sale with our Year 1 choir to raise money to support WaterAid.</p>

question 'How can we filter water to survive?'	have been used throughout history e.g. local docks, river Avon.		plastic pollution in fresh water ways.	
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Key skills and Knowledge Coverage from NC & Nova Skills Progressions

<p>As Writers we will be writing:</p> <ul style="list-style-type: none"> • to engage with a broad range of fiction and non-fiction texts. • a narrative about life under the sea. • fact files on marine life and present to Bristol Aquarium. • a diary to describe how oceans have changed over time. • a letter to raise awareness of plastic and/ or chemical pollution in oceans and fresh waterways, and suggest ways that this can be managed. • an argument, using mixed media, stating why we should sustain healthy oceans/ fresh water ways and how this could be achieved. • instructions on ways to stay safe in the water (and sun). • instructions on how to filter water. 	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> • Number: Multiplication & Division • Number: Fractions • Geometry: Position & Direction • Number: Place Value (within 100) • Measurement: Money • Measurement: Time
<p>As Scientists we will:</p> <ul style="list-style-type: none"> • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • ask simple questions and recognising that they can be answered in different ways • identify and classifying • ask simple questions and recognising that they can be answered in different ways • use their observations and ideas to suggest answers to questions • ask simple questions and recognising that they can be answered in different ways • perform simple tests • gather and recording data to help in answering question 	<p>As musicians we will:</p> <ul style="list-style-type: none"> • listen to a range of high-quality recorded and live music • begin to recognise changes in pitch, dynamics and tempo • recognise percussion, brass and string instruments being played in music • respond to music I hear in a variety of ways (through movement, art, discussing how it makes me feel etc) • copy simple musical patterns and melodic phrases. • use my voice in different ways such as speaking, singing and chanting • sing with others (in class and during assemblies) • think about others when performing (audience and classmates) • repeat short rhythmic and melodic patterns • perform simple patterns and accompaniments keeping to a steady pulse • create musical patterns (in a group or on my own) using different instruments and sounds • I can record my compositions in graphic notation (pictorial)

<p>As Designers we will:</p> <ul style="list-style-type: none"> • Explain what they are making and which materials they are using. • Design products that have a clear purpose and an intended user. • Use pictures and words to convey what they want to make. • Fold, roll, tear and cut paper or card. • Investigate strengthening sheet materials. • Demonstrate a range of joining techniques such as gluing, taping or creating hinges. Measure and mark out lines.. • Cut materials safely using tools provided • Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. • Use simple pop-ups 	<p>As Artists we will:</p> <ul style="list-style-type: none"> • record and explore ideas from first hand observation, experience and imagination. • explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook • identify what they might change in their current work or develop in their future work. • layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • understand the basic use of a sketchbook and work out ideas for drawings. • draw for a sustained period of time from the figure and real objects, including single and grouped objects. • experiment with the visual elements; line, shape, pattern and colour. • print using a variety of materials, objects and techniques. • create textured collages from a variety of media. • make a simple mosaic.
<p>In Historians we will:</p> <ul style="list-style-type: none"> • Research how the ocean and freshwater ways, both locally and globally, were used in the past and how they are used now, identifying similarities and differences. <ul style="list-style-type: none"> ○ Students ask families for ways in which they used the oceans and freshwater ways, including for leisure and business. ○ Explore ways in which the ocean and freshwater ways have shaped Bristol. • investigate and chronologically sequence changes in oceanic water levels over time (and possibly associated with climate change). 	<p>As Geographers we will:</p> <p>describe what the place I live in is like (River Avon and Avonmouth Docks). name and locate the world’s seven continents and five oceans. use North, South, East and West to describe position. measure and describe daily changes in the local weather. use these words: coastal, environment, route, pollution, climate, landscape, continent</p>