

Year Group:1 Term: Autumn

Challenge pack

Far Far Away

Learning Challenge

How can we connect with communities far far away?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:

Additional books from book web:

Cognitive skills / Meta-learning— specific teaching examples to use in learning



CAF—what is it like where we live?
What is it like where different people live?

OPV—what can we learn from people in different parts of the world and what they share with us?



Hooks or memorable experiences

Public Product—what will the outcome look like to demonstrate learning?

Child initiated ideas of how to connect to a different community including:

- Letters and postcards sent
- Maps and photos of where we live exchanged
- Creation of art and DT products that represent the different community connected to

Killer Questions—those asked to measure understanding of pupils

Where is our school? Where do we live?

What is our local area like? Was it different in the past?

What is a community?

What is it like in England and the United Kingdom?

What is it like in a different country in the world?

What might life be like for a different family in a community in a different country?

Year group	1	Term	Autumn	Challenge Pack	Far Far Away—How can we connect with communities far far away?	
SUBJECT FOCUS (delete as required)		Children will learn about...WHAT? (Declarative knowledge)		Children will know HOW TO...? (Procedural knowledge)	Prior learning (Schemata)	Vocabulary
History		<ul style="list-style-type: none"> Local history – what is it like where we live now and in the past? 		<ul style="list-style-type: none"> H1.1b Sequence artefacts and photographs from different periods on a simple timeline. H1.2f Identify similarities and differences between life in the past and the present H1.3d Compare aspects of life in different periods 	History = old That things change over time	Past Artefact History Local area
Geography		<ul style="list-style-type: none"> Name, locate the four countries and capital cities of the United Kingdom and surrounding seas Use world maps, atlases and globes to identify countries/ oceans Local area of school and surroundings Contrast between area in UK and a non EU country. 		<ul style="list-style-type: none"> G1.1 b Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas G1.2a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country.) G1.4a Use world maps, atlases and globes to identify and the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human / physical features of its surrounding environment. 	Where I live, where our school is— Smethwick That different people come from different parts of the world	United Kingdom England, Ireland, Scotland Wales Country City London, Birmingham, Smethwick Map, Atlas Sea / Ocean School, shops, buildings, factories, park Similar Difference
RE		<ul style="list-style-type: none"> Describe feelings / experiences of the world. Traditions, key figures and symbols in Christianity. 			If my family belongs to a religion	Christianity, Religion Jesus, Mary, Joseph, God Cross, Christmas
Art		<ul style="list-style-type: none"> Printing and patterns created by this art form including cultural repeating patterns 	<ul style="list-style-type: none"> A2.1a Record and explore ideas from first hand observation or from experience and imagination A2.3d Know that images can be repeat printed to make patterns and pictures. 		To draw and paint from imagination or copying objects	Painting Printing Repeat Pattern
Design Technology		<ul style="list-style-type: none"> Costume, clothing, headdress – different countries designs 		<ul style="list-style-type: none"> D1.1b Generate ideas based on other's ideas/experiences D1.1c Decide who the product is for and how it might work D1.4c Discuss what I like and dislike about how I made my product and what I could improve on 		Ideas generation Traditional Costume, Clothing, Headdress Product
Music						
ICT and Computing (including apps and digital pencil case)		<ul style="list-style-type: none"> Take Photos – local area Instructions: offline and Bee-bots – following and making routes 		<ul style="list-style-type: none"> C1.1b To take photos C1.3a Understand what algorithms are 	Prior experience of looking at or taking a photograph	Photograph, camera, iPad Instructions, Algorithm Route—left, right, forward, backwards
PSHE		<ul style="list-style-type: none"> Citizenship Being the best we can be Rules and safety 		<ul style="list-style-type: none"> PSHE1.3a I can describe what I am like as a person that is different from someone else PSHE1.5a I can identify jobs in my community PSHE1.5b I can describe what a community is PSHE1.5d I can describe how I have done something to help our community 	Recognise that some things about me are the same as others and some things are different e.g. gender, hair colour, eye colour, skin colour.	Differences Similarities Culture Community Jobs
Relationships to Core subjects						