

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: Do you want to build a snowman?	YEAR GROUP: Year 1	DATE: Spring 1 2019	
Do you want to build a snowman?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	WOW/ starters
	<ol style="list-style-type: none"> 1. Do you want to build a snowman? 2. Where's frosty the snowman? 3. Are some people worth melting for? 4. Can we help frosty rebuild his shelter? 5. Frosty wants to move house, where shall he go? 6. Where would you live if you were a snowman? 		<ol style="list-style-type: none"> 1. A mischievous snowman who has left a trail of objects. Download app of snowman. Building a snowman. 2. Map of the world with destinations dotted, hunting where he could be. 3. Show video clip of Olaf in front of the fire. Changing states. 4. Show video of snowman disaster, damaged shelter/home. Investigate animals in destinations. 5. Come into school dressed for the wrong weather. We need help? Why isn't this right for time of year? Environment changes around the world. 6. Turn the classroom into the North Pole and have David Attenborough video. Hot/cold countries.

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations (EYFS ELG 40-60mths+)	At Expectations	Exceeding Expectations
History		<ul style="list-style-type: none"> I can identify similarities and differences I can talk about the lives of people you know. 	<ul style="list-style-type: none"> I can use words and phrases like 'old', 'new' and 'a long time ago'. I am aware that some famous people have helped our lives be better today I can recognize that a story that is read to me may have happened a long time ago I can retell a familiar story set in the past 	<ul style="list-style-type: none"> I can use words and phrases like 'very old', 'when mummy and daddy were little' I can talk about an important historical event that happened in the past I can find out more about a famous person from the past and carry out some research on him/her I can say why I think a story was set in the past
Science		<ul style="list-style-type: none"> I look closely at similarities, differences, patterns and change I know about similarities and differences in relation to objects and materials I can talk about features of the environment and make observations. I can talk about some basic scientific concepts 	<ul style="list-style-type: none"> I can talk about what I <see, touch, smell, hear, taste>. I can show my work using pictures, labels and captions I can observe changes across the four seasons I can explain what material objects are made from. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; I can describe different materials using specific scientific words. I can describe the simple physical properties of a variety of everyday materials; I can explain why a material might be useful for a specific job I can compare and group together a variety of everyday materials on the basis of their simple physical properties. I can ask simple questions and recognize that they can be answered in different ways; I can identify and classify different materials I can use my observations and ideas to suggest answers to my questions I can explain how solid shapes can be changed by squashing bending, twisting and stretching. 	<ul style="list-style-type: none"> I can describe things that are similar and different between materials I can explain what happens to certain materials when they are heated/cooled I can use ICT to show my working I can observe features in the environment and explain that these are related to a specific season I can observe and talk about changes in the weather I can explain what I have found out using scientific vocabulary I can explain what happens to certain materials when they are cooled e.g. jelly, heated chocolate.

Geography		<ul style="list-style-type: none"> I can talk about changes I can talk about the features of the environment I can talk about similarities patterns and change 	<ul style="list-style-type: none"> I can answer questions about the weather I can explain how the weather changes with each season I can explain the main features of a hot and cold place. I can describe a locality using words and pictures. I can explain why I would wear different clothes at different times of year I can tell you something about the people who live in hot and cold places I can say what clothes I would wear if I lived in a very hot or very cold place. 	<ul style="list-style-type: none"> I can make plausible predictions about what the weather may be like later in the day or tomorrow I can name the different jobs that people might have living in their area.
R.E.	How do I know I'm being good?			
PSHE		<ul style="list-style-type: none"> I can Initiate conversations, attend to and take account of what others say. I can explain own knowledge and understanding, and ask appropriate questions of others. I can take steps to resolve conflicts with other children, e.g. finding a compromise I understand that my own actions affect other people, for example, I become upset or try to comfort another child when I realise I have upset them. I am aware of the boundaries set, and of behavioural expectations in the setting. I am beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken my toy. 	<p>I can identify and name some feelings and express some of their positive qualities.</p> <p>I can demonstrate that I can manage some feelings in a positive and effective way.</p> <p>I can recognise that bullying is wrong and can list ways to get help in dealing with it.</p> <p>I can recognise the effect of my behaviour on other people, and can cooperate with others.</p> <p>I can identify and respect differences and similarities between people.</p> <p>I can Start thinking about who they trust and who they can ask for help.</p> <p>I can name body parts and know which parts should be private.</p>	<ul style="list-style-type: none">
Art and Design		<ul style="list-style-type: none"> I can create simple representations of events, people and objects.(40-60 mths) I can choose particular colours to use for a purpose (40-60 mths) 	<ul style="list-style-type: none"> I can cut and tear paper and card for my collage I can gather and sort materials I will need 	<ul style="list-style-type: none"> I can create individual and group collages I can use different kinds of material and why I have chosen them. I can repeat patterns in my collage.
Design Technology		<ul style="list-style-type: none"> I construct with a purpose in mind, using a variety of resources.(40-60 mths) I use simple tools and techniques competently and appropriately(40-60 mths) I can select appropriate resources and adapt my work where necessary (40-60mths) I can select tools and techniques needed to shape, assemble and join materials I am using (40-60mths) 	<ul style="list-style-type: none"> I can make a structure/model using different materials I can make my work tidy I can make my model stronger if it needs to be I can talk with others about how I want to construct my product I can select appropriate resources and tools for my building projects I can make simple plans before making objects I can describe how different textiles feel. 	<ul style="list-style-type: none"> I can talk about my own work and things that other people have done I can join materials in different ways. I can use joining, folding or rolling to make it stronger. I can measure materials to use in a model or structure
Dance (PE)		<ul style="list-style-type: none"> I can experiment with different ways of moving (40-60mths) I understand the need for safety when tackling new challenges, and consider and manage some risks (40-60mths) I can create movement in response to music. (30-50 mths) 	<ul style="list-style-type: none"> I can show some sense of dynamic, expressive and rhythmic qualities in my own dance I can choose appropriate movements for different dance ideas I can describe basic body actions and simple expressive and dynamic qualities of movement 	<ul style="list-style-type: none"> I can choose movements that show a clear understanding of the dance ideas I can talk about dance using a range of descriptive language
Music (PE)		<ul style="list-style-type: none"> I can make up rhythms. (30-50 mths) I am beginning to build a repertoire of songs and dances I can explore the different sounds of instruments 	<ul style="list-style-type: none"> I can respond to different moods in music I can say how a piece of music makes me feel I can say whether I like or dislike a piece of music I can choose sounds to represent different things I can recognise repeated patterns I can follow instructions about when to play or song. 	<ul style="list-style-type: none"> I can tell the difference between a fast and slow tempo I can tell the difference between loud and quiet sounds I can identify two types of sound happening at the same time
Computing		<ul style="list-style-type: none"> I can use ICT I can operate simple equipment I can recognize how technology is used in a variety of places. 	<ul style="list-style-type: none"> I can create a simple series of instructions -left and right I can record my routes I understand forwards, backwards, up and down I can put two instructions together to control a programmable toy I can begin to plan and test a Bee-bot journey 	<ul style="list-style-type: none"> I can record pupils voices as a voice over for the beebot's journey.

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)						NUMERACY (including non-negotiables)													
Reading (+RWI planning)		Writing (+RWI planning)		Speaking and Listening															
<ul style="list-style-type: none"> I can say what I like or dislike about a text I can link what I read or hear read to my own experiences I can talk about the title and the events I can match 40+ graphemes to their phonemes I can blend sounds in unfamiliar words based on known GPCs I can read words containing taught GPCs and s, ing endings I can read common words using phonic knowledge where possible I can read words of more than one syllable that contain taught GPCs I can read phonetically decodable texts I can respond to a range of texts – narrative, non-fiction and poems. I can talk about my responses in a group. I can listen to others’ ideas about a text. I can explain what I understand about a text 		<ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place I can use capital letters to start my names I can form digits 0-9 I know how to spell words containing each of the 40+ phonemes already taught I know how to spell some common exception words I can add ed and ing where no change is needed to the root word I can identify known phonemes in unfamiliar words I can say out loud what is to be written about I leave spaces between words I can understand the concept of a sentence I can begin to punctuate full sentences using capital letter full stop and question mark. I can compose a sentence orally before writing it. I can join words and sentences using <i>and, but, because</i> I can re-read what they have written to check that it makes sense. I can understand and use adjectives 		<ul style="list-style-type: none"> I can ask questions about matters of immediate interest I understand how to take turns when speaking I can listen to others and respond appropriately I can express feelings and ideas when talking about matters of immediate interest I can speak in complete sentences after modelling and as appropriate Recount an event or experience in sentences. 		<ul style="list-style-type: none"> Count to and across to at least 50 –forwards and backwards beginning with 0 and 1, or from any other given number numbers in words to 20 Count in 2s and 5s to 50 Count in 10s to 50 and beyond Know number bonds to 10/20 with inverse facts Compare up to 5 objects and say which is heaviest and lightest Capacity Measure weight of an object in kg/g I can compare up to 5 objects and say which is longest and shortest. I can measure the length/height of an object in cm/m. 													
GEOGRAPHY		ART and DESIGN		HISTORY		SCIENCE		DESIGN TECHNOLOGY		COMPUTING (Including e-safety)		PSHE		RE		DANCE		MUSIC	
Daily weather chart Monitor changes in season		Building a snowman. Collage a snow and frosty scene. Create new cold or hot destination – collage in pairs.		Find out who the first person to the north pole was.		Class book about materials – investigate and identify different materials and their properties – how will it help keep a snowman cold? Heating/cooling – making jelly Water rocket – science carousel		Design, plan, make, explain and evaluate house/shelter for a cold place.		Giving instructions; programming Bee Bot; recording instructions using symbols; understanding algorithms		https://www.youtube.com/watch?v=KJ1ygFknjYo Diversity.		How do I know I'm being good?		Mr Hanock		Weather related music	