

Key Stage 1 Yr 1 / 2 Me and My World			
<p>Learning Objective - <i>What skills will the pupil achieve at the end of the activity?</i> Include 'Key Vocabulary' where appropriate</p>	<p>Suggested Activity <i>(adapt to make appropriate for your group if necessary)</i> Make sure you are skills based in your activities (include cross curricular link where appropriate – especially English, Maths and ICT)</p>	<p>Assessment Opportunities Look, Listen, Note!</p>	<p>Evaluation</p>
<p>Their environment and buildings</p> <p>Identify peers in their classroom.</p> <p>Recognise and use classroom objects in their environment.</p> <p>To match photos of places and objects around the school.</p> <p>Find their way from the classroom to other parts of the school.</p> <p>Identify differences between buildings</p> <p>(flats, cottages, houses) MLD- To draw areas of the</p>	<p>Choose a photo to give to a friend. Match staff picture to picture.</p> <p>Find a ... game. Demonstrate using different objects in the correct/ incorrect manner e.g. Sitting on chair backwards.</p> <p>Objects of reference. Match symbol to room. Match adult photo to room.</p> <p>To show a timetable photo and use that room. To find a place by looking at photo e.g. Playground.</p> <p>Trip to local area. View photos on IWB of different houses seen e.g. Terraced/ flat/police building/ supermarket. Virtual tour of houses on internet.</p> <p>2simple city-look at different areas of community e.g. Café. Match pic to place e.g. Bread to bakers.</p>	<p>Acknowledgement by looking at peers, taking photo to them, finding written name or matching to another photo in classroom.</p> <p>Uses equipment appropriately.</p> <p>Child can find room by looking/ feeling object, guiding adult/ matching symbol to symbol.</p> <p>Points out different features.</p> <p>Features drawn.</p>	

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<p><i>school and buildings from observation.</i></p> <p>(home and school)</p> <p>To communicate main features of buildings e.g. Roof, window etc. MLD- <i>To identify materials used to make houses e.g. Brick</i></p> <p>To experience a story of bonfire night and Guy Fawkes including a famous building.</p> <p>To use different methods to join, to include glue, tape, papier-mâché, weaving. MLD- <i>To make woven pattern using</i></p>	<p>Role-play different uses of buildings e.g. shop</p> <p>Design on 2paint own bedroom. Place furniture into dolls house. Match furniture/ objects to home/ school. Investigate/ use items from home e.g. Duvet. Role- play area-home. Buildings- Peace at last story- sounds in different rooms. Re- enact in school rooms.</p> <p>Workstation activities- matching shapes of house features. 3 little pigs story (sensory box) Use straws/ Lego bricks/ sticks to make own house.</p> <p>Indoor fireworks. Hot and cold. IWB fireworks online. Video on BBC - fireworks. Make/ draw fireworks.</p> <p>Experience going in a tent/ making a wigwam. Make a papier-mâché igloo. Weave willow to make a tent. Possible artist in. Make a 3d house- child size? Adding paper/ tissue paper to decorate. Make wall using Duplo. To weave walls. To make woven curtains. To glue tissue paper on. To Sellotape cardboard boxes</p>	<p>Places objects in correct rooms. Role- play matches building type.</p> <p>Explores materials with senses. Makes a model similar to a house.</p> <p>Reacts to fireworks. Can say why we have a bonfire. Drawing piece represents fireworks seen.</p> <p>Chooses appropriate materials/ methods to join. Shows technique and understanding of going</p>	

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<p><i>regular pattern 'over and under.'</i></p> <p>To choose a photo as their design plan to make a building.</p> <p>To find patterns around school</p> <p>To use learnt techniques to add to a 3d building</p> <p>To choose materials that were used to make old and new buildings.</p>	<p>together.</p> <p>Selection of different house photos to view - discuss similarities. Stick photo then label / cut out parts from duplicate photo the features of the house e.g. Door. PMLD- look/ play with different small world houses and choose one to photograph and view on IWB.</p> <p>Patterns in fabrics such as curtains, duvet, blankets, carpet. Replicate pattern. Make patterns- link with Maths repeating patterns. Put shapes together to make design. Take rubbings/ photos/ drawings.</p> <p>Use scissors to cut out windows/ pattern to stick. Follow design photo by looking at features needed e.g. Chimney/roof. Coloured ribbons to weave around string for door holes.</p> <p>(Chiltern Open Air museum - different buildings) Make mud huts with straw and plasticine. Role- play making a house – building site, tool kit, hard hats, yellow jackets, goggles. Make Lego house (brick) Lego land. Taplow- squidgy bricks. (waffle blocks?)</p>	<p>over and under.</p> <p>Points out/ sticks/ cuts/ labels features.</p> <p>Replicates/ identifies a pattern to record.</p> <p>Uses glue, scissors or weaving methods successfully.</p> <p>Pretends to build with relevant materials. Discusses how a mud hut was lived in during the past.</p>	

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<p>To print patterns using different materials onto the building. Use basic tools safely e.g. Scissors, tape dispenser</p> <p>To assemble, join and combine 2d and 3d materials into their model.</p> <p>To evaluate design and product.</p>	<p>2 simple paint pattern maker. Bob the builder- video or switch game. Using paint, foam shapes as bricks, textured mitts, rollers to make outdoor patterns. Make relief print out of a variety of materials to print.</p> <p>Make own house or add to collaborative house (old or new).</p> <p>Identify and tick features from photo that they have created on their building- are they all involved? Symbol/ cropped photos tick list. Success criteria- smiley faces/ traffic light colours. Yes/ no symbols.</p>	<p>Is sensible with scissors etc. Prints by repetitively pressing paint block in different areas.</p> <p>Uses material and methods successfully.</p> <p>Can they say what they think? Can they match the cut out features to their model to compare?</p>	