



## School Days Year 1

### Essential Knowledge

#### By the end of this unit children will...

- Compare modern day school and schools in the past, identifying similarities and differences.
- Create a time line and order photos of the school.
- Look at their local environment and identify the key features of the school.
- Be able to identify and describe differences between old and new schools.
- Know by heart a range of playground songs and rhymes.
- Identify and name a variety of common plants, including garden plants, wild plants and trees.

#### Launch

School memories — invite members of the community to share recollections of own school life.

#### Explore

Find out about playground rhymes and games that children played in the past.

#### Energise

Trip to museum of Victorian Classroom experience

#### Celebrate

Come and Share event — inviting parents to celebrate work and see a Victorian lesson in action!

## Core Subjects:

Links to theme

### English

- Children write a recount about trip to museum
- Children describe differences between old and new schools.
- Children write a set of instructions for a playground game
- Children write a letter to a local museum.

### Mathematics

- Children research their favourite game and record the results in a bar chart.
- Children use and apply knowledge of time when creating a timeline

### Science

- Children identify and name a variety of common plants, including garden plants, wild plants and trees.

## School Days Year 1: Theme Content

### Personal Development

#### Spiritual

Can you write a class prayer?  
What are you thankful for at school?

#### Moral

Why do we need rules and routines?  
Should all children be able to go to school?

#### Social

Can we work together?  
Why do we need rules and routines?  
What are your strengths?

#### Cultural

Compare the differences between schools around the world.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Children compare modern day school and schools in the past, identifying similarities and differences.
- Children create a time line and order photos of the school.

##### Geography:

- Children look at their local environment and identify the key features of the school.

#### Art and Design and Design Technology

##### Art:

- Children draw and paint their self-portraits, selecting appropriate colours and adding detail to work.
- Children create a pastel picture of the school in the style of LS Lowry.

##### Design and Technology:

- Children design and build their ideal school.

#### Music, Languages and Physical Education

##### Music:

- Sing a range of playground songs and rhymes.

##### PE:

- Children try and take part in a variety of playground games.

#### Computing

- Children develop word processing skills to produce work about their school.

# School Days Year 1: Links to National Curriculum Framework

## Core Subjects:

### English

- To use subject specific vocabulary to explain and describe.
- Suggest words and phrases appropriate to the topic being discussed.
- Use some of the characteristic features of a recount, a set of instructions and a letter.
- To talk about things of personal interest.
- Plan by talking about ideas.

### Mathematics

- Interpret and construct bar charts.
- Ask and answer questions about data.

### Science

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Observe and handle evidence to ask questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- To place events in order on a time line.
- Label time lines with words or phrases such as: past, present, older, newer.

#### Geography:

- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment.

### Art and Design and Design Technology

#### Art:

- Respond to ideas and starting points.
- Draw lines of different sizes and thickness.
- Add white or black to colours to make tints or tones.

#### Design and Technology:

- Design products that have a clear purpose and an intended user.
- Suggest improvements to existing designs.

### Music, Languages and Physical Education

#### Music:

- To take part in singing accurately and identify the beat of a tune.

#### Physical Education:

- Use running, jumping, throwing and catching skills in combination.

### Computing

- To communicate ideas, work and messages.

# School Days Year 1: Assessment Opportunities/Tasks within theme

## Core Subjects

### English

- Children can write a recount using key features.
- Children can use descriptive language when describing the difference between modern day schools and schools of the past.
- Children can write a set of instructions using key features.
- Children write a letter to a local museum.

### Mathematics

- Data collection - what is your favourite playground game? Create a bar chart to show the results.

### Science

- Children can name and describe a variety of plants in their local area.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Children can compare modern day and old schools and talk about the differences.
- Children can order school photos chronologically and place them on a time line.
- Children use speaking and listening skills to ask questions about school days.

#### Geography:

- Children identify key features in and around the school.

### Art and Design and Design Technology

#### Art:

- Children draw and paint a self-portrait.
- Children create a picture of a school based on the work of LS Lowry.

#### Design Technology:

- Children design and make a model of their ideal school, using a variety of fixing and joining techniques.

### Music, Languages and Physical Education

#### PE:

- Children show coordination and skills when playing playground games.

#### Music:

- Children sing a variety of school songs with accuracy of pitch.

### Computing

- Children use word processing skills.