

Year Group: 1 Term: 3

Challenge pack: Really Rural, Utterly Urban



Learning Challenge: How can we produce a locally sourced breakfast for our family?

Class texts

Main texts for planning: Chicken Licken, The Enormous Turnip, Farmyard Hullabaloo, Little Red Hen, Farmer Duck

Additional material:

Instructions 'How to make bread'

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

CAF, OPV, PMI

Collaboration tool, questioning, noticing torch, planning torch

Blue, yellow and black, green hats

Worry Woos—Zelly and Fuddle

Hooks or memorable experiences

**Fruit Farm
Supermarket
Smoothie Bike Man**

Public Product—

Using strawberries to make strawberry treats

Killer Questions—

Killer Question 1

What foods are produced in our local area?

Killer Question 2

How is the food we eat produced?

Killer Questions 3

How do seasons affect our food?

Killer Question 4

How can we celebrate food from our local area?

Year group	1	Term	2	Challenge Pack	Really Rural, Utterly Urban	
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
Geography	<p>The seasons Meaning of city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify the different types of weather. Key human and physical features—differences between Identify the difference between city and rural areas (farms/ factories/ cities)</p>		<p>G1.2b identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>G1.2c Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>G1.3b Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>G1.4b Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far; left and right); to describe the location of features and routes on a map</p> <p>G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Map work from Autumn term Seasonal activities in Reception Maths– Months of the year Local area knowledge– where they live, go shopping.</p>	<p>city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Locally Sourced Human and physical features Rural Urban Transport</p>
DT	<p>What a design is and the purpose of a design. Design, make and evaluate a product. Understand what foods are available in the local area within that season. Understand what an ingredient is. The use of and purpose of tools and materials needed. Understand what a product is. Understand what instructions are and how they help us to create a product.</p>		<p>D1.1a Use my own ideas and experiences to generate a design idea</p> <p>D1.1b Generate ideas for a design based on other’s ideas and experiences</p> <p>D.1.1d Create a simple plan of how to make my product D1.3a Choose appropriate materials and tools</p> <p>D1.3b Explain my choice of materials and tools D1.3c Cut out a range of materials D1.4a Describe how well my outcome meets my original idea D1.4b Answer questions about my product and how the process of making took place D1.4c Discuss what I like and dislike about how I made my product and what I could improve on D1.5a Wash my hands before and after preparing food D1.5b Describe basic food hygiene when cooking</p> <p>D1.5c Peel, chop, grate or squeeze fresh fruit and vegetables D1.5d Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables</p> <p>D1.6e Describe where different food come from D1.6f Describe ingredients being used in a cooking process</p>			
Computing			<p>C1.2d Use technology purposefully to retrieve content C1.3a Understand what algorithms are C1.3b Understand how algorithms run as programs on digital devices</p>			

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Geography	<p>The seasons Meaning of city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify the different types of weather. Key human and physical features—differences between Identify the difference between city and rural areas (farms/ factories/ cities)</p>			<p>G1.2b identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>G1.2c Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>G1.3b Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Map work from Autumn term Seasonal activities in Reception Maths– Months of the year Local area knowledge– where they live, go shopping.</p>	<p>city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Locally Sourced Human and physical features Rural Urban Transport</p>
DT	<p>What a design is and the purpose of a design. Design, make and evaluate a product. Understand what foods are available in the local area within that season. Understand what an ingredient is. The use of and purpose of tools and materials needed. Understand what a product is. Understand what instructions are and how they help us to create a product. Understand the different ways to prepare food.</p>			<p>D1.1a Use my own ideas and experiences to generate a design idea D1.1b Generate ideas for a design based on other’s ideas and experiences D1.1c Decide who the product is for and how it might work D.1.1d Create a simple plan of how to make my product D1.3a Choose appropriate materials and tools D1.3b Explain my choice of materials and tools D1.3c Cut out a range of materials D1.3d Measure and mark when preparing to cut materials D1.4a Describe how well my outcome meets my original idea D1.4b Answer questions about my product and how the process of making took place D1.4c Discuss what I like and dislike about how I made my product and what I could improve on D1.4d Evaluate my outcome against my design identifying strengths and areas for improvement D1.5a Wash my hands before and after preparing food D1.5b Describe basic food hygiene when cooking D1.5c Peel, chop, grate or squeeze fresh fruit and vegetables D1.5d Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables D1.6e Describe where different food come from D1.6f Describe ingredients being used in a cooking process</p>	<p>Understand where different foods come from. To follow a simple recipe. Create a design. To use a variety of tools safely. The importance of personal hygiene when preparing food.</p>	<p>Design, make, evaluate, product, materials, recipe, ingredients , hygiene, peel, chop, grate, squeeze, locally sourced, fruit, veg, bread, yeast, flour, grains, fresh, tools, label, idea, original, like and dislike, measure, cooking process, prepare, method, instructions</p>
SMSC	<p>Understand we all have our own opinions Working together is important Having a job is important What a community is Other people have opinions What a healthy diet is</p>			<p>SMSC1.c Can talk and write about my opinions. SMSC1.d Can listen to and show respect for the views of others. SMSC1.g Can make informed choices about my environment and the wider world SMSC1.i I can debate and take part in a discussion about topical issues SMSC3.d I can empathise with other people and situations through topical issues, problems and events SMSC4.c Can identify that there are different ways to gain money including earning it through work</p>	<p>Work on family at home and school(Community) Respect in RE</p>	<p>Opinion, respect, community,job, diet, healthy,</p>

Computing	Understand what algorithm and debug means. Clear instructions are needed for something to work.	C1.3a Understand what algorithms are C1.3b Understand how algorithms run as programs on digital devices C1.3c Create and debug simple programs C1.3d Use logical reasoning to predict the behaviour of simple programs	Following a set of instructions. Use of Beebots and Beebot app. Use a simple coding program.	Algorithm, debug, program, digital devices, create, instructions, logical reasoning
PSHE		PSHE1.2c I can discuss what I might do to make up with a friend PSHE1.4d I can explain who to go to if I am worried about myself or someone else PSHE1.4e I know how I need to brush my teeth PSHE1.5a I can identify jobs in my community		