

Year Group: one Term: Autumn

Challenge pack

We are family



Learning Challenge

How can we create a gallery of ourselves?

Main texts for planning: *The Big Book of Families, Monkey Puzzle, The Gingerbread Man, The Big Bag of Worries*

Visual literacy—*The Incredibles*

Additional books from book web:
Books about emotions and feelings

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



Noticing and Imitation tools
Green and Red Hats

Worry Woos—*Rue and Wince*

Hooks or memorable experiences

Local artist in school to help children develop sketching skills.

Visit to an art gallery

Public Product—

To create a portrait gallery for parents/ carers/family to visit.

Killer Questions—

What is a family?
What is it like to live in Cannock?
Where do I live compared to my friends?
Who am I?
What do I look like?
How does my portrait compare to other portraits—what is the same and what is different?
How do certain portraits make me feel and why?

Year group	1	Term	Autumn	Challenge Pack	Me, my home and my school	
SUBJECT FOCUS	Children will learn about...WHAT? (Declarative knowledge)		Children will know HOW TO...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	Know date of birth, identify key milestones. State features and key developments in the 60s—2000s Answer questions about the 2000 time period. Identify key sources of history—newspapers, photographs, artefacts		H1.1a Sequence and describe events in our own lives and beyond our living memory. H1.2a Ask questions about what has happened in my own lifetime H1.2e Use evidence from written and visual sources to understand the past H1.3a Identify different ways in which the past is represented H1.3c Identify how significant events or individuals have had an impact nationally or globally		Children talk about past and present events in own lives and lives of family members.	Time line Sequence Generation Family mom, dad, grandparents, aunts, uncles, cousins, brothers sisters, etc Event Photograph Artefact Sources Family tree
Art	<ul style="list-style-type: none"> • Make observations and identify features of the face. • Name portrait artists. • Explain the techniques that the artist uses and what they like and don't like. • Know shading techniques. • Name different types of paint. • Use the right size brush for the activity. • Use proportion of a human face. 		A2.1a Record and explore ideas from first hand observation or from experience and imagination A2.1b Know that artists are important in our society. A2.1c Name some artists. A2.1d Select ideas from a studied artist or art form to use in our own work. A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen A2.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice. A2.4b Begin to know the best ways to join and stick a range of natural and man made resources to make sculptures. A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others. A2.5b Listen to the views of others and respond to ideas to improve their work		Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Have experience of mixing colours	Delicate, bold, thick, thin, contrasting, big, small, bright, dark, shapes, lines, Sketchy, brush strokes. Shade and tone Proportion Facial features—eyes ears, nose, hair, mouth, teeth, freckles, lips etc Edvard Munch—link to facial expressions and emotions Van Gogh Frida Kahlo Picasso Range of pencil portraits
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> • To use an i-pad to take a photo • To add a filter to a photo. 		C1.1a Recognise common uses of information technology beyond school C1.1b To take photos C1.2b Use technology purposefully to organise and store content C1.4a Use technology safely and respectfully		Children recognise that a range of technology is used in places such as home and school. They select and use technology for particular purposes.	

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SUBJECT FOCUS	<i>Children will learn about...WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>		<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
PSHE	<ul style="list-style-type: none"> The importance of their body and keep private things private—NSPCC Pants Be able to express different emotions and explain how faces/bodies change Understand that they are their own person and celebrate each others differences. 		PSHE1.1a I Know how to keep my body private and covered PSHE1.1b I can identify who to speak to if I feel unsafe with my body PSHE1.2c I can discuss what I might do to make up with a friend PSHE1.3a I can describe what I am like as a person that is different from someone else PSHE1.3b I can list my emotions and how I show / express them PSHE1.4c I can list a normal range of emotions (happiness, sadness, anger, fear, surprise) PSHE1.6a I know how to make a clear call to emergency services			
SMSC	<ul style="list-style-type: none"> To explain what is meant by a rule and give examples. Explain what is meant by a consequence and give examples. Understand and explain respect and tolerance. Identify basic emotions, To identify and explain fair, unfair and right and wrong. 		SMSC1.a Can identify why different rules are needed in different situations. SMSC1.d Can listen to and show respect for the views of others. SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself. SMSC1.h Can identify that circumstance in other countries and cultures may be different from our own. SMSC2.a Can take responsibility for my own behaviour and safety and realise that my actions have consequences. SMSC2.d Can recognise the need for safety rules at home and school, in the playground and local environment SMSC3.e Can identify positive things about my own and other people's achievements. SMSC3.f Can recognise and explain what is fair unfair, right and wrong. SMSC4.f Can understand that it may not be possible to have everything you want straight away, if at all.		They know about similarities and differences between themselves and others and among families, communities and traditions.	