

## Unit planner: Should Plop be afraid of the dark? Year 1 4 Weeks

<b>Lead Subjects: Science, Literacy, Art, DT, PSHE</b>		<b>Starter: Carousel of activities to explore the dark</b>		<b>Outcome: Children to present their own weather forecast</b>	
<p><u>National curriculum subject</u></p> <p><u>Writing</u></p> <p>Pupils should learn to:</p> <p>Write sentences by saying out loud what they are going to write about.</p> <p>Say sentences out loud before writing them.</p> <p>Write sentences, sequencing them together to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their work out loud.</p> <p>Sit correctly at a table and hold a pencil comfortably.</p> <p>Form legible letters using a cursive script if possible.</p> <p><u>Science</u></p> <p>Pupils should learn to:</p> <p>Observe change across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Art/DT</u></p> <p>Pupils should learn to:</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products.</p> <p>Know the names of tools, techniques and elements that they use.</p> <p>Explain what they like about the work of others.</p> <p>Explore and evaluate a range of existing products.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials including construction, textiles and ingredients.</p> <p><u>PSHE</u></p> <p>Pupils should be taught to:</p> <p>Keep physically and emotionally safe.</p> <p>Respect self and others and act responsibly.</p> <p>Maintain emotional health.</p> <p><u>Computing</u></p> <p>Pupils should be taught to:</p> <p>Recognise common uses of information technology in the home and school.</p> <p>Use technology purposefully to create digital content.</p> <p>Predict the behaviour of simple programs / apps.</p> <p>Understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Music</u></p> <p>Pupils should be taught to:</p> <p>Listen to music with sustained concentration</p> <p>Discuss feelings and emotions linked to different pieces of music</p> <p>Use the correct musical language to describe a piece of music</p>		<p><b>Objective: Why are we sometimes afraid of the dark?</b></p> <ul style="list-style-type: none"> <li>• What is so scary about the dark?</li> <li>• How can we conquer fear?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
		<p><b>Objective: Where do the leaves go to in winter?</b></p> <ul style="list-style-type: none"> <li>• Understand the earth's movements around the sun - day and night</li> <li>• Observe the changes between the 4 seasons</li> <li>• Music - Vivaldi The Four Seasons - appreciation of the different movements.</li> <li>• ICT - Can you reproduce the different seasons using Garageband?</li> <li>• ICT - Children present their own weather forecast using Green Screen app</li> </ul>		<ul style="list-style-type: none"> <li>• Seasonal and daily weather patterns</li> <li>• Where do the stars go to in the daytime?</li> <li>• Go on a shadow hunt and think about why shadows are there</li> <li>• What would it be like to live in the North Pole?</li> </ul>	
		<p><b>Objective: What is a source of light?</b></p> <ul style="list-style-type: none"> <li>• Why is the sun so important to us?</li> <li>• Identify and name a variety of sources of light</li> <li>• Compare sources of light e.g. natural, electric etc</li> </ul>		<ul style="list-style-type: none"> <li>• Understand that the dark is the absence of light</li> <li>• Explore shiny objects - do they shine in the dark or not?</li> <li>• Science - Compare length of day and height of sun (playground shadows).</li> </ul>	
		<p><b>Objective: Can we create art in the style of Van Gogh?</b></p> <ul style="list-style-type: none"> <li>• Who was Van Gogh?</li> <li>• Explore his art and make comparisons</li> </ul>		<ul style="list-style-type: none"> <li>• Create our own starry night pictures - Post Impressionism</li> <li>• Making star shaped biscuits for charity</li> </ul>	
		<p><b>Objective: What are nocturnal animals and where do they live?</b></p> <ul style="list-style-type: none"> <li>• Explore and name animals that come out at night and how they survive in the dark</li> <li>• Create questions for an owl keeper</li> </ul>		<ul style="list-style-type: none"> <li>• Visit from owls</li> <li>• Beebot nocturnal animals</li> </ul>	
		<p><b>Objective: Can we create the perfect teacher?</b></p> <ul style="list-style-type: none"> <li>• Share the robot teacher story and video from Ms Virk</li> <li>• Design a perfect teacher</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about the pros and cons of robot teachers</li> </ul>	
		<p><b>Pupil lead learning:</b></p> <ul style="list-style-type: none"> <li>• Entry / Exit Ticket - KWL</li> </ul>		<ul style="list-style-type: none"> <li>• Children to explore coding through the use of Beebots (in the woods)</li> </ul>	
		<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• Children present their own weather forecast using Green Screen app</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Text types:</b>		<b>Literature:</b>		<b>ICT:</b>	
<ul style="list-style-type: none"> <li>• Adjectives to describe plop / night</li> <li>• Creative writing - what happens when it is dark?</li> <li>• Fact file about a nocturnal animal</li> </ul>		<ul style="list-style-type: none"> <li>• The owl who was afraid of the dark</li> <li>• Can't you sleep little bear?</li> <li>• I want my light on</li> </ul>		<ul style="list-style-type: none"> <li>• Beebots</li> <li>• iPads</li> <li>• Garageband</li> <li>• Green Screen</li> <li>• Seesaw</li> </ul>	
				<b>Assessment Opportunities:</b>	
				<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	

