

# Street Detective



Year Group: 1/2

Cycle A

## History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (toys over time - Pickford House Museum visit).

## Geography

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

## Design and Technology

- Research, design and make street signs

## Science

- Plants

## Climate/Environment

Litter within the local environment

## Computing

- Handling Data

## Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

### Year 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

### Year 2

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Forever Firs children working at ARE in Year 1 should already be able to:**

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)

**Forever Firs children working at ARE in Year 2 should already be able to:**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>
Name	Light	Identify	Observe	Deciduous	Bulbs
Tree	Dark	Describe	Describe	Evergreen	Seedling
Leaf	Hot	Common	Seeds		
	Cold	Wild	Bulbs		
	Water	Garden	Grow		
		Plant	Mature		
		Structure	Plants		
		Stem	Temperature		
		Petal	Healthy		
		Root	Soil		
		Trunk	Warm		
		Branch	Cool		

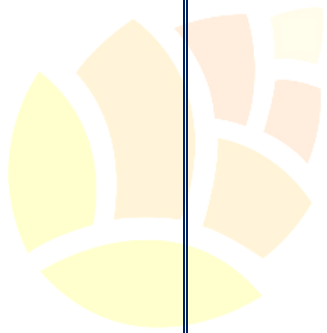
## Science Assessment

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Children working towards  
ARE

Children working at ARE

Children working above ARE



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# History

**National Curriculum:** Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

**Key Lines of Enquiry:**

- How toys have changed over time (including a visit to Pickford House Museum)

**Curriculum Intentions (key knowledge to be learned):**

- The materials toys are made from have changed over time; plastic is a modern invention
- Many types of toys have been played with for hundreds of years e.g. dolls, balls, board games like snakes and ladders
- Moving toys have changed over time e.g. from hinges, mechanical/wind up to electrical
- You can find out about toys from the past by visiting a museum
- Children have always played with toys – even 2000 years ago!

**Age Related Subject Skills (Progression Guidance):**

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

**Prior Learning**

Forever Firs children working at ARE should already be able to:

- Order and sequence familiar events eg: family customs and routines
- Use everyday language to talk about time
- Measure short periods of time in simple ways
- Develop the use of everyday language to talk about time to compare quantities and objects and to solve problems.
- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Enjoy joining in with family customs and routines
- Identify their family's routines/ traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Know about similarities between themselves and others, and among families, communities and traditions
- Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past
- Talk about past and present events in their own lives and in the lives of family members

## Key Vocabulary

Tier 1	Tier 2		Tier 3
	Similar Different Materials Plastic Wood	Metal Mechanical Wind up Electric Museum	Centuries Decades

	Metal		
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History Assessment			
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# Geography

**National Curriculum:** Pupils should be taught to:

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Curriculum Intentions (key knowledge to be learned):**

- Children will learn to read a map and follow simple directions in the local area (school grounds)
- They will use aerial photographs of the local area around the school to recognise landmarks and human and physical features.
- They will create their own map of the school ground or local area

**Age Related Subject Skills (Progression Guidance):**

**Year 1**

Using maps

Use a simple picture map to move around the school  
Use relative vocabulary such as bigger, smaller, like, dislike  
Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

Use world maps to identify the UK in its position in the world.  
Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

Draw basic maps, including appropriate symbols and pictures to represent places or features  
Use photographs and maps to identify features

**Year 2**

Using maps

Follow a route on a map  
Use simple compass directions (North, South, East, West)  
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

Locate and name on a world map and globe the seven continents and five oceans.  
Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  
Use and construct basic symbols in a key

**Prior Learning** Forever Firs children working at ARE should already be able to:

**Year 1**

Maths; SSM ELG

- Children use everyday language to talk about size, weight, capacity, **position, distance**, time and money to compare quantities and objects and to solve problems.

UTW; The World ELG

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

**Year 2**

**See Year 1 progression statements above.**

## Key Vocabulary

Tier 1	Tier 2	Tier 3
Up Down Forwards Backwards Near Far	Location Position Route Symbols Directions	Physical features Human features Aerial Photograph Plan Landmarks Key Compass Map/Picture map Left Right North South East West

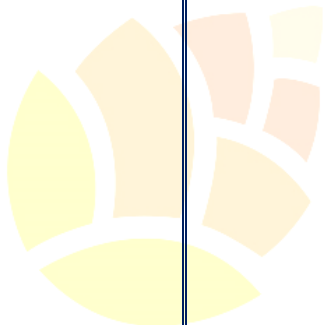
Geography Assessment

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# Design and Technology

**National Curriculum:** Pupils should be taught to:

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will explore existing road and street signs, identifying their purpose and evaluating their effectiveness.
- They will then design their own street signs to encourage people to look after the local environment (incorporating the use of ICT)
- This could be linked to the Climate/Environment aspect of the topic, e.g. by asking the children to design signs aimed at stopping people from littering)

**Age Related Subject Skills (Progression Guidance):**

**Design**

- State the purpose of the design and the intended user
- Generate own ideas for design by drawing on own experiences or from reading

**Make**

- Use finishing techniques, including those from art and design

**Evaluate**

- Talk about their design ideas and what they are making
- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved Evaluating products and components used
- Investigate - what products are, who they are for, how they are made and what materials are used

**Prior Learning - Forever Firs children working at ARE should already be able to:**

**EYFS Expressive Arts and Design; Exploring and using media and materials**

**(40-60 months)**

- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**(ELG)**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

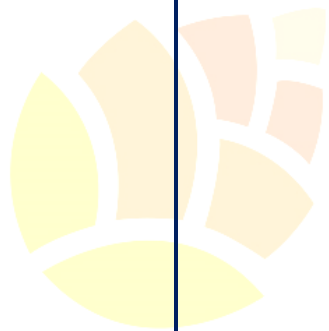
**Key Vocabulary**

Tier 1	Tier 2		Tier 3
	road sign street sign warning information persuasion design environment purpose	audience effectiveness design attractive bright template evaluate	



## Design and Technology Assessment

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# Computing

## National Curriculum:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Computing Strand:** Handling Data

**Topic Links:** To create a branching database of different plants (Science Link)

## Age Related Subject Skills (Progression Guidance - DDAT):

- *Working with data: Pupils learn to create and use a pictogram*

## Key Stage 1

- |  |   |
|--|---|
| • To navigate around a pre-made branching database | • Sort at least 3 pictures using a branching database |
|--|---|

## Other Key Areas of Learning:

- How to use Textease Branch <https://www.youtube.com/watch?v= HBJtrmBLgw>
- Examples of branching databases <https://www.primaryresources.co.uk/ict/ict2.htm>
- To apply knowledge of plants from science learning
- Children will be able to sort the plants in to different groups
- Children will be able to come up with questions to separate the plants
- Children may plan their database on paper first
- Children will import pictures using Textease Branch

## Prior Learning

**Forever Firs children working at ARE should already be able to:**

**(40-60 Months)**

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

**(Early Learning Goal)**

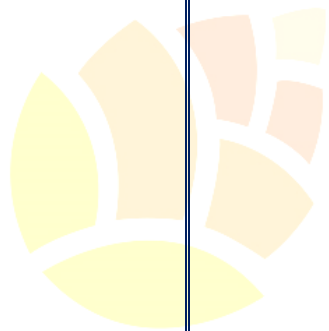
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Answer Question		Sort Organise Facts Save	Information Store Research	Branching Database Import	Technology Digital Search Upload

# Computing Assessment

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