



Raise the Roof - KS1



<p>Rationale</p> <p>The children will look at different types of shelter for humans and animals and think about the differences between them.</p>		
Creativity	Independence	Aspiration
Outdoor experiential learning; healthy eating options; presentation of work (e.g. menus; advertising posters).	To be able to apply knowledge gained from researching and experiential learning into a range of writing genres.	To have a greater understanding of where we come from, our immediate surroundings and be able to contrast alternative shelters for living things.
<p>Spark</p> <p>As a spark for our project, we held a day camp on the school field on transition day. Activities included a camp fire with marshmallows, pitching tents and singing camp fire songs.</p>		<p>Learning Celebration</p> <p>The children will share their stories based in familiar settings with the children of Year 3. The children will host a live café day aimed at promoting healthy eating.</p>
<p>Role Playing/Life Skills/Real Learning</p> <p>Role play corners will include: a camping corner; lost and found centre; home corner; café. Life Skills/Real Learning: road safety; following a route; using money.</p>		<p>Community Cohesion</p> <p>We will invite members of our parent/grandparent community to share with the children their own childhood experiences.</p>
<p>Out of Classroom Opportunities</p> <p>Local study (inc. local businesses – café). Camping experience. Woodland walk Town Hall visit Animal Centre</p>		<p>Home Learning Activity</p> <p>Home learning activities will allow children to share their own feelings about school and some of the features around their own home, for example, trees. Children would benefit from exploring the area around their home looking at different types of homes, businesses and</p>
<p><u>Computing and E-safety</u></p> <p>E-Safety: children will learn about some of the uses of the internet, about the information about themselves that is safe to share online and who to talk to if they have a problem. Purple Mash: we will learn how to use control programs.</p>		
<p>Links to discrete subjects:</p> <p>Maths We will learn about the value of coins and how to find the total cost of items and change. Then we will apply our learning through our live café day. Throughout our map work, we will use positional vocabulary alongside the basic compass points. After learning measures and how to tell the time through discrete maths lessons, we will then use this</p>		



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knowledge to look at timetables that are used for public transport in Stamford and for our food preparation and café work.

Literacy

We will enjoy a range of stories in familiar settings, learning to retell, change and write our own, focusing on descriptive language and extending our sentences; we will write poems based on our senses. Then for non-fiction work, we will create information posters and leaflets, instructions and recipes.

Science

We will begin by thinking about ourselves, naming the different parts of the body and our senses. Then through our geography fieldwork, we will explore different trees in the school grounds, naming and describing them and learning about the function of their different parts. As we start to look at buildings in Stamford, we will consider a variety of everyday materials and describing and sorting them according to their properties and conducting a range of different investigations.

As our topic moves into animal shelters, we will identify and name a number of common animals including fish, amphibians, reptiles, birds and mammals.

Design and Technology

The children will use the basic principles of a healthy and varied diet to prepare dishes for our café.

History

We will think about how things have changed in our homes, inviting guest speakers to share memories with the children.

Geography

Through a range of fieldwork activities, the children will identify the human and physical features of the school and immediate area. They will learn 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. They will construct a plan of their classroom, adding a key to identify the main features.

Steps to success

The children will think about themselves and their lives, looking at our school and their homes. We will then look at the different homes and places of work within Stamford and as part of our consideration of local business, we will visit a café. Children will then return to school and create their own healthy café, giving them the opportunity to prepare healthy savoury food for customers to purchase and consider the need to advertise to boost trade. Children will use and devise maps, adding compass points and symbols and they will eventually contrast their local area with that of a non-European country. Different types of shelter/home will be considered and the materials that they are made from.

Finally, the project will consider the habitats of a variety of birds and animals and what shelters meet their needs. At the end of Term 2, we will look at how homes are decorated for Christmas in different times and cultures.

How will the project be evaluated?

Evidence collated in topic books; class discussions/observations; displays.