

Year 1 SCIENCE Topic 4: Waste Warriors

Assessment Questions

1. What objects can be recycled? What are they made out of?
2. What would happen if I built a house from paper? What would be the problems?
3. How could I find out whether plastic is waterproof?
4. What object is this and what is it made from?
5. How is a stone different to a mirror?
6. What would you suggest the best material for an umbrella is?

Values: Justice and Courage

KNOW	DO	UNDERSTAND
<p>NC Content: S: Distinguish between an object and the material from which it is made. S: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. S: Describe the simple physical properties of a variety of everyday materials. S: Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Vocabulary: <i>Wood, plastic, glass, metal, water, rock, rough, smooth, waterproof, absorbent, opaque, transparent, properties, material, bendy, floppy, breaks, see-through.</i></p> <p>Children know what everyday materials look and feel like. Children know how to describe properties of materials, e.g. hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Children know how to group similar materials together, in terms of their properties.</p>	<p>NC Content: WS: Observing closely, using simple equipment. WS: Gathering and recording data to help in answering questions WS: Carry out simple tests WS: Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</p> <p>Children can carry out basic tests to check whether a material is waterproof, transparent etc.</p> <p>Children can identify problems with materials and then think about what they could use instead.</p> <p>Children can observe closely when carrying out these tests and then start answering their own questions.</p> <p>Children can suggest the best material to use for different jobs, e.g. how could you keep something waterproof.</p>	<p><i>PRIOR LEARNING: Children have used different materials in reception to build houses. They can compare similarities and differences based on place, object, material or living thing.</i></p> <p>In Year 1, they learn the scientific names for properties and they can now test them.</p> <p>Children understand that some materials are not suitable for some tasks, but they can suggest better materials more suitable.</p> <p>Children have a basic understanding of recycling.</p>

Year 1 ART Topic 4: Waste Warriors

Assessment Questions

What is the work of Fauvists like?
 What is unusual about the colours?
 Tell me about the colours in your work – how is it similar to Les Fauves?
 What is a collage?
 Justice and courage

KNOW	DO	UNDERSTAND
<p>Know the features of Fauvism – I can explain why they are unusual.</p> <p>Can explain about subverted colours.</p> <p>Know how to create my own image using subverted colours.</p> <p>Know how to create a collage.</p> <p>Can choose different materials for different reasons (for my collage).</p> <p>Key vocabulary: Fauvism Unusual colours (<i>subverted</i>) Collage Materials/media</p>	<p>Children explore the artwork of the Fauvist movement. Explore the concept of unusual colours; they simple content/images, and then subverted bold colours to create simplistic abstract paintings.</p> <p>Children create their own Fauvist style images, using felt tips, crayons, oil pastels or crayons.</p> <p>Children then create layered collages with different materials in the style of Les Fauves – consider paper, felt, cotton wool (painted), coloured pasta for lines etc.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting... and other art and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Children are learning about different materials and their properties. In their art, children will use different materials to create collages in the style of Les Fauves.</p> <p>Children have done lots of exploratory art in EYFS, but have not previously been taught specific art skills relating to painting/colour/collage.</p>

Year 1 MUSIC Topic 4: Waste Warriors

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> the same instrument can be played in a different way to change the duration, dynamic and timbre of a sound different instruments can create contrasting sounds/ textures an instrument can be used to represent a sound sounds can be put together to create a soundscape <p>Vocabulary: timbre duration dynamics playing method soundmaker soundscape</p> <p>NB: children will also learn the names of a range of tuned and untuned percussion instruments e.g. drum, cymbal, claves, xylophone, guiro, maraca</p>	<p>Cross curricular links: The children will have an opportunity to make their own 'soundmakers' using recycled materials. These can be used in the class compositions.</p> <p>Music express 'Our school' (3) The children will listen to sources of sounds in the classroom environment e.g. tapping of the computer keys and the clatter of the building blocks. They will look at the different ways objects can make sounds and draw a map of the classroom to show where the sounds are, using the map as a score to 'play' the sounds. They will listen to a 'kitchen taps' movie and identify the length and duration of sounds. They will use a 'school for percussion' map of a whole school to explore sounds that can be heard all over school. They will explore how instruments can be played, the sounds they make, the materials they are made of which changes the timbre.</p> <p>This will be developed into making a class composition of the school, using a map as a score. The focus will be on start, stop and the contrast in sounds. This will be developed further to listening outside of the classroom, identifying external sounds that can be heard NSEW of the school. They will learn 'the compass song' and use it to create a soundscape.</p>	<p><i>In EYFS, the children have explored sounds in the environment and talked about if they are loud/ quiet, high/ low, long/ short and have played with instruments to see what different sounds they can make. They have made compositions together and begun to follow a graphic score. In Year 1, the children will start to listen for the contrast in sound and how sounds can be understood.</i></p> <p>NC Areas covered: Pupils learn to play a musical instrument</p> <ul style="list-style-type: none"> Pupils explore dynamics, timbre, and structure Pupils learn to sing Pupils create music with others