

# Hazelbury Learning Quest

## The Future is Us

Year 1	How can we change the world?
  <p>CAPT. MATTHEW WEBB. SWAM FROM ENGLAND TO CALAIS, FRANCE ON 25th APRIL 1876.</p> 	<p><b>Intent</b> During this topic, we intend for the children to understand the lasting legacy that independent, ambitious thinking can have. The aim is for children to learn about individuals that exhibit the personal attributes learnt about in their previous topic 'How can I become independent?' From this, pupils will reflect and learn how aspirational narrative can have a phenomenal impact and a far-reaching legacy.</p> <p><b>Implementation</b> Within <b>history</b>, the children will consider how key significant people throughout the past and present have done something to begin changing the world for the better. The children will be studying <b>Amanda Gorman</b> and how she was the youngest person to perform a poem at an inauguration of a president; <b>Matthew Webb</b> the first person who swam the English Channel unaided, and <b>Malala Yousafzai</b> and how she fought for the right to have an education.</p> <p>In <b>D&amp;T</b> the children will be learning the skill of sewing to create their own cushion. They will also learn how to do a simple running stitch on binka and a variety of different fabrics/ materials. The children will create their textile design by creating a paper template and choose a suitable textile swatch, which will be used to make their final product. They will also learn about sewing sequins and buttons; different dyeing and printing techniques.</p> <p>In <b>music</b>, the children will focus on learning the song 'In the Groove' by Joanna Mangona that demonstrates different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen and learn a different style of 'In the Groove'.</p> <p>During their <b>science</b> lessons for Spring 1, children will investigate Everyday Materials. They will learn about different materials and why certain materials are more appropriate for different purposes. Why aren't buttons made of glass? Why are jumpers soft? In Spring 2, the children will revisit Seasonal Changes and further develop their observational skills focused on the spring season. They will gain knowledge and understanding of how the days are longer as the nights get shorter.</p> <p><b>Impact</b> Pupils will understand that changing the world can make a big difference for the better. They will secure knowledge and understand the importance of how small changes can make a positive impact to the world. Our children will be inspired to think about what small steps they can make to change the world. The children will also understand that they have a right to an education and begin to understand having a voice.</p>



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### Hazelbury Value - Collaboration and Resilience

#### Citizenship Focus (PSHCE) – Digital Me

##### Relationships Education:

**Online relationships:** The rules and principles for keeping safe online.

**Being safe:** It is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult.

**Health Education:** Internet safety and harms. Where and how to report concerns and get support with issues online.

**Basic first aid:** Know how to make a clear and efficient call to emergency services if necessary.

**Mental wellbeing:** There is a scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

##### UNCRC Articles

**Setting up or joining groups (Article 15)** – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Sharing thoughts freely (Article 13)** – Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

##### Democracy and Individual Liberty

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions considered. *'Can one child, one teacher, one book and one pen change the world?' Should children be allowed to go to school?'* They will also understand the importance of having an education and having a voice (being heard).

### Engage, Enrich, Experience

#### Visit

A seamstress will be visiting the children to talk to them about sewing and how to practice different stitches, that they can use in their own work when making cushions.

#### Real experience

Secret Cinema - The children will get to experience a cinema-style event, where they get to dress-up and attend a film as if they were really at the cinema.



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## **Digital Learning: Programming - Moving A Robot**

Children will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Children are also introduced to the early stages of program design through the introduction of algorithms.

## **Writing across the curriculum**

**Poetry:** Children will use Kit Wright's Magic box poem as inspiration to write a poem about their hero or heroine. Children will also be writing about how they can make a difference in the world, linked to Amanda Gorman's book 'Change Sings'.

**Create a comic book:** Children will write a non-fiction comic book linked to Malala's Magic Pencil (her right to education).

**Subjects covered:** History, D&T, Music, Science and Computing

## **National and School curriculum**

History	D&T	Music	Science
<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Study the work of a designer, describing the similarities and differences between different practices and disciplines, and making links to their own work</li> <li>• Use drawing to develop and share their ideas, experiences and imagination</li> </ul>	<p>'In the Groove' – Joanna Mangona. Listen to the song in different styles:</p> <ul style="list-style-type: none"> <li>- Blues</li> <li>- Baroque</li> <li>- Latin</li> <li>- Bhangra</li> <li>- Folk</li> <li>- Funk</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material in which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Describe the simple properties of everyday materials.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> </ul> <p>Observe and describe weather associated with the seasons and how the day length varies</p>