

Hazelbury Learning Quest

The Future is Us



Year 1	Customs & Cultures: What similarities and differences do we share?
 	<p>Intent During this topic, we intend to explore the similarities and differences between the locations, customs and characteristics of the United Kingdom and China. The children will also develop respect and tolerance towards the customs and cultures of others.</p> <p>Implementation The children will begin their geography learning through a line of enquiry and begin to ask and answer questions about the UK and China. They children will develop their geographical language and learn similarities and differences between the human and physical geography and develop an understanding of how to compare UK to China. The children will be equipped and use previous knowledge of using atlases, maps and globes to name and locate the world's continents and oceans. They will begin to understand and make comparisons with food, traditional clothing and customs. They will also look at how food is eaten and how drinking tea in the UK and China are all important customs but how they differ between the two countries. Children will be introduced to common English phrases and have opportunity to share sayings and phrases that are said in their culture.</p> <p>In art the children will be studying the artist, Henri Matisse. The children will explore different techniques using colour, shape, texture and collage techniques. They will also learn how to fold, crease, tear, crimping and twisting. As a result, they will use these taught skills to create 2D/3D collage linked to the artist Henry Matisse.</p> <p>In music, the children will listen and appraise the song 'Your Imagination' and other songs about using your imagination through the 'Your Imagination' unit on Charanga. The children will also use their voices expressively to sing and practise the songs from the unit.</p> <p>During their science lessons children will revisit and deepen their knowledge and investigate everyday materials. They will recap and learn about different materials, why certain materials are appropriate for different purposes and compare and group materials according to their properties. The children will learn</p>

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which materials bend and stretch and understand why materials are transparent, opaque and translucent. They will apply their knowledge in investigations.

Impact

Pupils will know that everybody is different but can have similarities too. They will secure knowledge and understand the importance of the similarities and differences between the UK and China. They will secure the use of geographical language to help them compare and understand the physical and human features of the UK and China. Our children will become citizens, who understand that respect and tolerance should be shown for different cultures and customs.

Hazelbury Value – Success

This value will be represented through the stories and assemblies through the half term.

Citizenship Focus (PSHCE)

Relationships Education:

- **Healthy Me – *Who helps us?*** – That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Health Education:

Mental Wellbeing: The importance of simple self-care techniques, including the importance of rest, time spent with friends and families and the benefits of hobbies and interests. Where and how to seek support, including whom in school they should speak to.

Health and prevention: Dental Health and the benefits of good orally hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they spread and the importance of hand washing.

UNCRC Articles

Health and Health services (Article 24)

Every child has the right to the best possible health. Governments must provide good quality healthcare, clean water, nutritious food and a clean environment and education on health and wellbeing so that children can stay healthy. Richer countries must help poorer countries achieve this.

Children from minority groups (Article 30)

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Every child has a right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Respect and tolerance

Children will develop a mutual and tolerance of those with different faiths and beliefs and those without faith. Children will discuss the question '*What's great about living in a multicultural city?*'

Engage, Enrich, Experience

Visit

The local dental nurse will conduct an assembly and share the importance of dental hygiene and regularly visiting the dentist. The nurse will also help the children identify the types of foods and drink which help keep your teeth and gums healthy. The children will also be visiting a nature reserve to observe changes in nature, and create natural collages.

Real experience

The children will be taken part in a Cultural Day and be able to dress up in their traditional clothing from their culture. The children will take part in workshops making their own afternoon tea and eating noodles with chopsticks.

Digital Learning

Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the difference between using a computer and writing on paper to create text.

Writing across the curriculum

Create a passport - Children will develop their understanding of an information text when they create a character passport for an imaginary character from the book 'Something Else' by Kathryn Cave.

Subjects covered: Geography, Art, Music, Science

National and School curriculum

Geography	Art	Music	Science
<u>Investigating location and places</u> - Ask and answer geographical questions (such as: What is this place like? What or who will	<u>Collage (Henri Matisse)</u> - To become proficient in other	- To move their bodies in imaginative ways to a piece of music.	<u>Everyday Materials</u>

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<p>I see in this place? What do people do in this place?)</p> <ul style="list-style-type: none"> - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Name and locate the world's continents and oceans. <p><u>Investigation patterns</u></p> <ul style="list-style-type: none"> - Understand the geographical similarities and difference through studying the human and physical geography of the UK and of a contrasting non-European country. <p><u>Interpreting a range of geographical information & Experiencing Fieldwork</u></p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries and continents and oceans studied. <p><u>Communicating geographically</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key physical and human features. 	<p>art, craft and design techniques - collage</p> <ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> - To be able to copy and clap back rhythms. - Make up your own rhythms. - Perform their song to an audience. 	<ul style="list-style-type: none"> - Distinguish between an object and the material which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - Describe the simple properties of everyday materials. - Compare and group materials according to their properties. - Identify which materials bend and stretch. - Conduct investigations to test different materials.
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