

Title - Harwell Happenings	Project overview	Hook	Text(s)	Maths overview
Year group - 1	The aim of the project is for the children to learn more about the village that they live in or go to school in. Also thinking about the future of Harwell and what they want it to look like.	Trip to the park to collect research for why someone should visit Harwell park.	Ben and the stolen diamond (finding tale) Acrostic poem about Harwell Why visit Harwell park? (Persuasive Letter) All are welcome (Guided Reading)	Fractions Multiplication and Division
Driving question	Key Vocabulary	Intended outcome	Resources	Areas of learning <i>Subjects</i>
What makes Harwell special?	Harwell, village, map, key, farm, church, green area, houses, weather, observations, seasons, daylight, rain, storm, hail, sun, wind, similar, different, daily, coast, route, directions, north, east, south, west, county, country, locate	Home project: Children bring in the futuristic house they have made at home (or school) and we showcase the 'Future of Harwell'. Also showcasing their design process if they documented it.  Present weather observations we made throughout the term		
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
-To safely explore a variety of material, tools, form and function (Art and Design) -To make decisions to find out about how media and materials can be changed and	-Identify different features of a Church -Make a free standing structure -Listen to different types of sounds and using our voices to create different effects	-Creating a futuristic house at home or at school using a range of materials and media -Listen to different types of sounds and know how they are changed	-Thinking about what makes our community so special -Talking about the respect we need to have for our community and school (rules of the school and village)	-Looking at maps and investigating how to give effective compass directions (Year 2) -Impact that WW2 has on our local areas (Year 2)

<p>combined (Art and Design)</p> <ul style="list-style-type: none"> <li>-Talk about their ideas and processes which have lead to a design (Art and Design)</li> <li>-Talk about the features of their own work and others' work, recognising the strengths of others (Art and Design)</li> <li>-Children know that the environment is influenced by living things (Understanding the World)</li> <li>-Describe the actions people take to maintain the area they live in (Understanding the World)</li> <li>-Know the difference between the past and the present (Understanding the World)</li> </ul>	<ul style="list-style-type: none"> <li>-Sketch a building from a chosen point</li> <li>-To understand what an algorithm is and move a BeeBot around the school playground</li> <li>-The differences between seasons and daily weather changes that affect this</li> <li>-How to research without using technology</li> <li>-Changes within living memory and historical events</li> <li>-Study maps and what a key represents</li> <li>-Create a simple map of the school playground (with key)</li> </ul>	<ul style="list-style-type: none"> <li>-Creating a piece of equipment for the park with a purpose</li> <li>-Photograph of places of interest to generate a class collage</li> <li>-Sketch a building from a single point (shading)</li> </ul>	<ul style="list-style-type: none"> <li>-Thinking about how we are responsible for the village and making sure everyone is happy and feels safe</li> <li>-Resourcefulness when making futuristic houses</li> <li>-Resilience when building our park attractions as it might not go right first time</li> </ul>	<ul style="list-style-type: none"> <li>-Extending their understanding of our local and further out like other cities (Year 3)</li> <li>-Designing a cart and making it out of different materials (Year 2)</li> <li>-Furthering understanding and use of maps (Year 4)</li> <li>-Understanding and looking at local areas in North America (Year 5)</li> </ul>
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