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 and community that they live in or go to school in. We are thinking about the future of Harwell and what they want it to look like if they were able to make changes in the future.	Trip to the park to collect research for a persuasive letter on why someone should visit Harwell park.	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**		
What makes Harwell special?	Harwell, community, 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.

Upload to classroom weather observations we made throughout the term. | Resources

Features of a church, junk modelling resources, photographs of buildings of interest, sketching paper and pencil, old photos of Harwell, simple joins, building tools, BeeBots, camera, maps of Harwell (new and old), instant cameras | Areas of learning Subjects

DT, Art, Science, Geography, History, IT, RE, RHSE, PE, Music |
| 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 combined (Art and Design) -Talk about their ideas and processes which have lead to a design (Art and Design) -Talk about the features of their own work and others' work, recognising the strengths of others (Art and Design) -Children know that the environment is influenced by living things (Understanding the World) -Describe the actions people take to maintain the area they live in (Understanding the World) -Know the difference between the past and the present (Understanding the World) -Exploring the natural world around them (The Natural World) -Thinking about their roles on the community and society (Understanding the World)	-Identify different features of a Church -Make a free standing structure -Sketch a building from a chosen point -To understand what an algorithm is and move a BeeBot around the a map -The differences between seasons and daily weather changes that affect this -How to research without using technology -Changes within living memory and historical events -Study maps and what a key represents -Create a simple map of the school playground (with key) -Go through the design process again (building upon last term)	-Creating a futuristic house at home or at school using a range of materials and media -Creating a piece of equipment for the park with a purpose -Photograph of places of interest to generate a class collage -Sketch a building from a single point (shading) -Home project to show off the children's creativity process not in the school setting.	-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) -Thinking about how we are responsible for the village and making sure everyone is happy and feels safe -Resourcefulness when making futuristic houses -Resilience when building our park attractions as it might not go right first time -Thinking about the future of Harwell the possibilities that can come along with different opportunities.	-Looking at maps and investigating how to give effective compass directions (Year 2) -Impact that WW2 has on our local areas (Year 2) -Extending our understanding of our local and further out like other cities (Year 3) -Designing a cart and making it out of different materials (Year 2) -Furthering understanding and use of maps (Year 4) -Understanding and looking at local areas in North America (Year 5) -Design, make and evaluation process (Year 2 and 6)