








KS1 Class

STONE SCAVENGERS









What is this curiosity quest about?

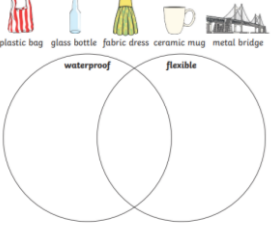

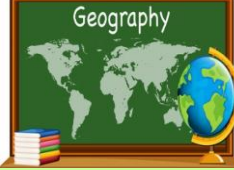

This curiosity quest puts 'Ip-stones' at its heart. Rocks and stones are an important physical feature in the Staffordshire Moorlands landscape. Pupils will learn about the Earth's natural materials through their science study whilst developing a curiosity about the first people and how they lived exploring what humans need to survive and how the natural world can be used for survival. Pupils will appreciate how nature can be used in art, design and stories. They will gain a fascination for famous fossil discoveries of the past and what we have learnt from them. They will use these fossil discoveries as inspiration for drawing and clay models. They will gain a deeper knowledge of their local area, of the interesting geography and curious places to visit and find on maps.






Big Question 	Quest Characters 	Core Value
What do people use stones for?	Mary Anning	 LOVE
Global Education 	Learning Behaviour Choosing chimp 	British Values Rule of Law



KEY AREAS OF LEARNING

Engage, innovate and express

	<p>Year 1</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Sc1 - Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' <p>Year 2</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Key Knowledge</p> <p>Name a material that is: easy to clean, waterproof, transparent, stretchy, soft, hard, strong, malleable.</p> <p>Which material would be suitable for a towel?</p> <p>Name 3 items that can be stretched.</p> <p>What material are they made from?</p> <p>Why is leather a good material for making shoes?</p> <p>What is recycling?</p> <p>wood metal plastic fabric glass</p> <p>Choose which material you would use for the following objects.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  jumper </div> <div style="text-align: center;">  ring </div> <div style="text-align: center;">  ball </div> <div style="text-align: center;">  door </div> <div style="text-align: center;">  window </div> </div>
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	<p>✚ Observe closely, identify and classify the uses of different materials, and record their observations.</p>	<p>5. Place these materials correctly in the venn diagram.</p>  <p>6. Look at the venn diagram above. Which material do you think would be best to make a winter hat? Explain your choice</p> <p>Skills I can sort objects materials according to the material they are made from and basic properties.</p>
	<p>Events beyond living Memory Famous Fossils (Mosquito, giant turtle, diplodocus, first human skulls, sabre toothed cat, plesiosaur, Lucy, Maiasaura, Mammoth etc.) Lives of significant people – Mary Anning</p> <p>Year 1</p> <ul style="list-style-type: none"> ✚ I can find answers to simple questions about the past from sources of information. ✚ I can ask questions about sources of evidence. ✚ I know and can recount episodes from stories about the past. <p>Year 2</p> <ul style="list-style-type: none"> ✚ I can observe sources to answer questions about the past. ✚ I can ask questions which show my knowledge and understanding of History. 	<p>Key Knowledge Name all of the famous fossils you have learnt about. Explain 3 of them. What did scientists and archaeologists learn from these fossils about the past? How is a fossil formed? Tell the story of Mary Anning and how she found the plesiosaur fossil.</p> <p>Skills I can use a source of information to find an answer to a question. I can ask an interesting question about fossils.</p>
	<p>Physical features of the locality/ Vocabulary/ Use of aerial photos</p> <ul style="list-style-type: none"> ✚ I know some key physical features in my local area and why they are important. ✚ I can use geographical vocabulary to talk about key physical features. ✚ I can use aerial photographs and simple maps to locate features. 	<p>Key Knowledge Name as many physical features in the environment of Ipstones as you can. Why are the 'rocks/ stones' of Ipstones important? Why are the streams/ river important? What do you know about rocks?</p> <p>Skills I can find the physical features of Ipstones on a map and on an aerial photograph.</p>
	<p>3D Form – Clay Fossils</p> <p>Year 1</p> <ul style="list-style-type: none"> ✚ I can manipulate clay in different ways (rolling, kneading, shaping) exploring shape and form. ✚ I can make my own sculpture with clay. <p>Year 2</p> <ul style="list-style-type: none"> ✚ I can manipulate clay for different purposes (pots and models). <p>DRAWING</p> <p>Year 1</p> <ul style="list-style-type: none"> ✚ Use a sketchbook to gather and collect artwork. ✚ I am beginning to explore the use of line, shape and colour. <p>Year 2</p> <ul style="list-style-type: none"> ✚ I understand the basic use of a sketchbook and work out ideas for drawings. 	<p>Key Knowledge Explain how to make a clay model. Where does clay come from? What does a good artist do?</p> <p>Skills I can observe carefully to draw detailed sketches of fossils and other natural forms. I can work carefully and take my time with my drawing. I can mould a piece of clay into a finished model.</p>

	<ul style="list-style-type: none"> ✚ Draw for a sustained period of time from the figure and real objects, including single and grouped objects. ✚ I experiment with the visual elements; line, shape, pattern and colour. 	
	Building stick structures - DESIGN/MAKE/EVALUATE <ul style="list-style-type: none"> ✚ I can build a structure from sticks. ✚ I can make my structure strong, stiff and stable. ✚ I can generate my ideas through drawings. ✚ I can design a purposeful and appealing product. 	Key Knowledge Explain how to make a structure stable and stiff. Give some examples Skills I can draw a design for a stick structure.
	Theme: GOSPEL Key Question: What is the good news Jesus brings? (Core) Religion: Christianity	
	IT Video and sound Capture videos for a purpose and put them together using a simple program e.g – creating a trailer in I movie. Yr 2 – adjust sound/music Year 1 <ul style="list-style-type: none"> ✚ Record sound/video for a given purpose using the camera too. Year 2 <ul style="list-style-type: none"> ✚ Record sound and video for a purpose. ✚ Evaluate the quality of their sound/video and retake, making adjustments to the position/ background noise. Applications to support this area of the curriculum. Chatterpix/Animate Anything Chrome Music Lab Apple clips Loopimal Doink Green Screen Jelly Band Garage band Imovie Audacity Lesson Ideas Performing writing/poetry/scripts Retelling stories Acting out stories Book trailers Create sound effects to use when telling a story News reports Create a piece of music to match the mood of a text. History - Chatterpix/animate anything – speak in role of historical person.	Online Bullying/ Online Reputation Year 1 <ul style="list-style-type: none"> ✚ I can recognise that information can stay online and could be copied. ✚ I can describe what information I should not put online without asking a trusted adult first. ✚ I can describe how to behave online in ways that do not upset others and can give examples. Year 2 <ul style="list-style-type: none"> ✚ I can explain how information put online about me can last for a long time. ✚ I know who to talk to if I think someone has made a mistake about putting something online. ✚ I can give examples of bullying behaviour and how it could look online. ✚ I understand how bullying can make someone feel. ✚ I can talk about how someone can/would get help about being bullied online or offline.
		
	<ul style="list-style-type: none"> ✚ I can help to construct, and agree to follow, group, class and school rules and I understand how these rules help me. ✚ I know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) 	Key Knowledge Why do we have rules in school? Share the rules you know. Explain how you should treat other people. Skills I can follow my class and school rules. I treat people with kindness.

		
		
	<h2 data-bbox="422 526 630 582">THINGS TO DO</h2> <div data-bbox="422 638 478 694"> </div> <div data-bbox="502 638 885 694"> <p>Find a Goal 12 charity you want to support. Any donation, big or small, can make a difference!</p> </div> <div data-bbox="933 638 989 694"> </div> <div data-bbox="1013 638 1428 716"> <p>Shop, eat and drink locally. Supporting neighbourhood businesses keeps people employed and circulates money back into your community.</p> </div> <div data-bbox="422 772 478 828"> </div> <div data-bbox="502 772 885 806"> <p>Be conscious of packaging – the less the better!</p> </div> <div data-bbox="933 772 989 828"> </div> <div data-bbox="1013 772 1308 806"> <p>Buy second-hand whenever you can.</p> </div> <div data-bbox="391 873 446 929"> </div> <div data-bbox="470 873 885 952"> <p>Do some research and buy from companies you know have sustainable practices and don't harm the environment.</p> </div> <div data-bbox="901 873 957 929"> </div> <div data-bbox="981 873 1380 974"> <p>Download and use food sharing applications. You can download apps to donate your leftover food and decrease the amount of food waste you produce.</p> </div> <div data-bbox="391 1030 446 1086"> </div> <div data-bbox="470 1030 845 1120"> <p>Choose reusable products. Use an eco-bag for shopping, a reusable water bottle or a cup to reduce your plastic waste.</p> </div> <div data-bbox="901 1030 957 1086"> </div> <div data-bbox="981 1030 1396 1120"> <p>Advocate for corporate responsibility. Join petitions and campaigns calling out businesses with unsustainable practices.</p> </div> <div data-bbox="391 1176 446 1232"> </div> <div data-bbox="470 1176 869 1254"> <p>Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at @TheGlobalGoals.</p> </div>	