



Geography - Fieldwork in the school grounds. Where in the world are we?

Date and Subject	Learning Objective	Success Criteria	NC / Key Learning Reference	Key vocabulary / Questions	Learning Activities		Assessment 1 Learning
					Teacher Input	Main	
20/04/21 12:45 - 2:00	Geography	To be able to identify features of the environment. Walk carefully around our local area. Look for some of the features spoken about in class.	To name and locate some places in their locality.	Local area, shops, houses, fields, roads, detached, flats, schools, church	Explain that today we will be going on a walk in the local area. We are going to try to find these geographical features....	What does our local area look like? Take the children on a walk around the immediate vicinity of the school. Observe and record geographical features such as the types of houses, shops, roads etc.	Can the children name features our local area? Can the children describe the vocabulary?
27/04/21 12:45 - 2:00	Geography	To be able to use a map. Look at the map of the area. Label our school and the shops. Draw the quickest route to school for someone that is lost.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.	Map Locate Location View Find Fastest Travel Environment	Look on google earth at our area. Pick out the features we found yesterday. Shops, fields, roads, school	What does my local area look like on a map? Use maps to decide what might be the fastest way to get somewhere. Ask children to consider how they would guide someone who was lost? This could be a paired discussion using a map.	Can the children use a map on a map? How do we use the maps to direct someone our school?

Year 1 Topic Planning

**Dan Davies, Alan Howe, Christopher
Collier, Rebecca Digby, Sarah
Earle, Kendra McMahon**

Year 1 Topic Planning:

Primary School Geography (1994) Bill Marsden, Jo Hughes, 2019-07-24 Published in 1994 this book is the result of the collaborative work undertaken at the Liverpool based Geography INSET Primary Project GIPP over three years. It presents a series of chapters for primary teachers seeking to implement the Statutory Orders for Geography in the National Curriculum. Steering a middle course between the sophistications of a theoretical methodological text and the over simplifications of a tips for teachers approach, the authors highlight the positive opportunities offered by the National Curriculum. At the same time they are critical of many aspects of the Statutory Orders without losing sight of their objective to help teachers to improve the quality of primary geography teaching. The book is especially useful for INSET work for teachers who have already grappled with National Curriculum Geography and who will be adjusting to the post Dearing rearrangements.

The Role of Subject Knowledge in the Early Years of Schooling Carol Aubrey, 1994 Teaching, Tutoring and Training in the Lifelong Learning Sector Susan Wallace, 2007-07-04 The third edition of this popular text previously entitled *Teaching and Supporting Learning in Further Education* provides comprehensive support for the teacher and student teacher in FE and elsewhere in the lifelong learning sector, detailing all they need to know in order to meet the Professional Standards in Teaching, Tutoring and Training. Practical and relevant, it provides guidance and materials to help teachers meet the standards of practice at all three stages of their professional development: introduction, intermediate and certification.

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2016-04-11 Now its fourth edition, *Planning an Appropriate Curriculum in the Early Years* offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting. It examines the key roles and responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools. Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage, latest research evidence and OFSTED requirements, this book covers the following aspects of the Early Years including: what we mean by planning an appropriate curriculum in the early years; transition from nursery to school and into Year 1; defining quality learning and play in the early years; assessment procedures and examples; integration of two year olds into school; the role played by parents and carers in children's learning and development; the ways in which vulnerable children are provided for; examples of planning material developed by practitioners. With case studies of good practice and questions for reflective practice and group work, this timely fourth edition will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives. *Planning for Learning through What Are Things Made From?* Rachel Sparks Linfield, 2017-03-27 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of what things are made from. The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy. This book takes you

through six weeks of activities on the theme of what are things made from Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together Weekly topics include a look at materials around us including paper wood fabric wool and shiny materials Count wooden bricks make postcard collages and design shiny jewellery Bring it all together with a jumble sale Rio Puerco Resource(s) Management Plan (RMP) ,1985

Planning for Learning through Where I Live Clare Beswick,2012-08-23 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of where I live The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of the local area and where children live Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include on the high street people where I live parks and gardens safe and strong getting around and big buildings

Planning for Learning through Houses and Homes Rachel Sparks Linfield,2012-11-06 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of houses and homes The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of houses and homes Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include my home decorating furniture and appliances taking care of the home the garden home for sale and the housewarming If children in your care are interested in role playing home making then this book has plenty of ideas to extend and support that interest **Personalising Learning in the Primary Classroom** Dr Elaine Wilmot,2006-10-09

Personalising learning is the hot topic on the government s education agenda It is seen to be the way forward to get the very best out of every child and it forms the focus of this timely new book by Crown House Publishing Personalising Learning in the Primary Classroom will Challenge the schools thinking about how they teach Encourage schools to put the learner at the heart of the educational agenda Support primary schools in their work to meet this challenge Consider all aspects of learning and teaching in the primary school and Provide useful questions for the reader to consider their own working practices in the context of personalising learning Personalising learning is seen as a powerful solution to reforming our current education

system in order to meet individual learning needs and thereby raise standards Where current thinking has personalising learning in the secondary sector the author argues that for personalising learning to be successful children must start making real choices about their learning from the earliest age and must be guided and coached through their primary years rather than being taught in the traditional way She argues that the curriculum should be made to fit the child rather than the child being pushed through the sausage factory education systems as it currently stands The book is packed with practical ideas that have been tried and tested in a real school and have proved popular with staff parents and pupils and Ofsted It considers all aspects of learning and teaching in the primary school and provides useful questions for the reader to consider their own working practices in the context of personalising learning

Outline of Plans for Vocational Education and Civilian Rehabilitation in the State of Iowa Iowa. State Board for Vocational Education,1923 Preparation, Submission, and Execution of the Budget United States. Office of Management and Budget,2006 **Capital Programming Guide** United States. Office of Management and Budget,1997

The Multi-age Learning Community in Action Barbara Cozza,2017-09-18 As schools struggle to teach all students the multi age teaching and learning framework has emerged as one of today s most effective ways to structure schools Multi age Learning Community MAC Program is a professional development program in action It presents a framework that can transform schools from a graded system to a multi age learning environment This multi age school targets students individual and personal needs and allows students to excel and succeed The school reform climate today focuses on schools of choice and building effective school environments This multi age program creates a unique school niche that is marketable to families Parents have the option of sending their children to schools that concentrate on achievement that best meets the needs of the learner without disrupting the mandates of the curricula This book is intended to assist educators at all levels of all school organizations as well as give policymakers educators and parents the information on an effective school program This book gives information on how to transform schools into multi age classrooms This book is divided into four parts that explain both the theory and the practice of effective strategies for the multi age school program Organizational Practice Building Culture Learning Processes and Assessment and Systemic Improvement There are specific basic principles and practices that are integrated into a quality and effective framework discussed in the chapters of this book Each chapter begins with a vignette based on my experiences in multiage schools and concludes with an educator s reflection to recap the concepts in the chapter Each chapter also integrates snapshots that areshort real to life passages that bring to life concepts discussed in the chapter Although this book discusses multi age schools these ideas may be applied to all school environments To accommodate all school programs at the end of each chapter a section titled Application for All Schools is a framework that discusses just how to apply chapter concepts in any school or classroom program It is recommended that the reader review the book one time in sequence and then reread each chapter as needed to give meaning to the reader s purpose

Planning for Learning through Books Rachel

Sparks Linfield,2012-11-06 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of books The Planning for Learning series is packed with activities and ideas intended for early years teachers and playgroup leaders The Planning for Learning series is designed to make planning for the Early Years Foundation Stage easy This book takes you through six weeks of activities on the theme of books and reading Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include Storybooks Books for finding things out Poetry books Special books Books from around the world Favourite books Bring all the learning together with a book day *Planning for Learning through Farms* Rachel Sparks Linfield,2012-12-10 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of farms The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of farms Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include making up a new version of The farmer s in his den play at ploughing in the sand tray and dressing up as scarecrows just some of the activities you could plan for your Farms topic We start in week 1 with a look at farmers then go on to cover what farmers grow life on the farm farm vehicles machines and tools and farm animals The activities and learning all build up to the grand finale in week six a children s farmers market **Planning for Learning through Minibeasts** Rachel Sparks Linfield,Penny Coltman,2012-08-01 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of minibeasts The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of insects Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book cover activities such as a minibeast walk make fridge magnet spiders play the bee game and then bring it all together in a special minibeast world event for friends and family **Planning for Learning through Food** Rachel Sparks Linfield,2012-08-20 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of food The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make

planning easy This book takes you through six weeks of activities on the theme of food and eating Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include favourite food buying and selling food fruit and vegetables food from around the world fairytale or nursery rhyme food and food for special occasions

Teaching Science and Technology in the Early Years (3-7) Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle, Kendra McMahon, 2014-04-24 Teaching Science and Technology in the Early Years 3 7 celebrates young children s amazing capabilities as scientists designers and technologists Research based yet practical and accessible it demonstrates how scientific designing and making activities are natural to young children and have the potential for contributing to all aspects of their learning By identifying the scientific and design related concepts skills and activities being developed the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning This second edition has been thoroughly updated and features Six new chapters providing practical advice and examples for enhancing scientific and technological learning through thematic approaches a new chapter focusing on the outdoor learning environment and how this can support science and technology new case studies of successful early years practice alongside examples of practical planning for learning and advice on documenting children s learning stories guidance on the role of talk narrative documentation and planning in relation to early years science and technology Based on the latest research and the first hand experience this practical and accessible book is essential reading for early years and primary students on undergraduate and Masters level courses

Planning for Learning through The Twelve Days of Christmas Rachel Sparks Linfield, Penny Coltman, 2012-11-07 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of the twelve days of Christmas The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through 12 days of activities on the theme of the 12 days of Christmas Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children s topic as well as ideas for bringing the six weeks of learning together The weekly themes in this book include ideas for advent the Christmas story Christmas cards and decorations and organising your very own Christmas party

Topic Work in the Early Years Joy Palmer, 2002-11 First published in 1993 Routledge is an imprint of Taylor Francis an informa company

Reviewing **Year 1 Topic Planning**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Year 1 Topic Planning**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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