

# Continuous provision – daily dashboard scheme of work

Key Stage 1

Year B – Block 1

Year B – Block 2

Year B – Block 3

Year B – Block 4

| <i>Outcome from and milestone</i>   | <i>Which year should concentrate on this</i> | <i>Notes/Ideas for best ways to cover it/deepen knowledge of it. Any resources needed?</i>  |
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| <p><b>Milestone 1 – science</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons. (TBC)</li> <li>• Observe and describe weather associated with the seasons and how day length varies. (TBC)</li> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> | <p>Both years</p>                            | <p>Cover in daily dashboard</p> <p>Y1: name the season. Spell the season name. Observe changes in weather, plants, animals (hibernation). Learn how weather and nature changes in each season.</p> <p>Identify and name plants linked to the season.</p> <p>Y2: Explain changes across the seasons. Learn how the seasons affect animals, from migration and hibernation to giving birth and eating. Discover which food grows in which season.</p> <p>Understand deciduous and evergreen trees. Identify and name common trees.</p> <p>Bring in/grow seasonal plants.</p> <p>Naturewatch file on Staff with current photos/videos.</p> |

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| <p><b>Milestone 1 – Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Y1: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>   | <p>Y1 UK<br/>Y2 contrasting nonEuropean country</p> | <p>Daily Dashboard – look at seasons/ weather daily comparing the weather to the seasonal changes.<br/>Daily Dashboard - Compare weather of UK (watch BBC weather forecast) and compare with other countries around the world and continue to link with seasons.<br/>Block1: Record weather daily. Contrast weather in UK with weather in hot/cold climates.<br/>Weird and wonderful weather of the week: find out about hurricanes, tornadoes, floods etc</p> <p>Daily dashboard – Look at map of UK and identify four countries and name cities. Use google maps. Look at images of famous links to those cities EG landmarks and make comparisons.</p> |
| <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>Y2: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Use world maps, atlases and globes to identify countries studied.</li> <li>Name and locate the world’s continents and oceans.</li> </ul> |   | <p>Daily dashboard – where in the world, use maps, globes and google maps.<br/>Block 1: Compare and explore different countries. Compare Rotherham/Yorkshire with Africa/Arctic/Antarctica. Identify countries linked with theme . Link to weather.</p> <p>Use globe and link with the continents and oceans.</p>   |

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| <p><b>Milestone 1 – History</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation’s history.</li> </ul> |  | <p>Daily dashboard - a year ago today, 10 years ago today and 100 years ago today. History fact. Photographs of images of objects used in history e.g. the first mobile phone, typewriter, quills etc.</p> |
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| <i>Learning Objective</i>  | <i>Year Group</i> | <i>Notes/Ideas for best ways to cover it/deepen knowledge of it.<br/>Any resources needed?</i>  |
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| <p><b>MATHS</b><br/>To recognise and use language relating to dates, including days of the week, weeks, months and years (TBC)</p> | Y1/Y2             | <p>Daily dashboard – everyday children write/read date. Today, tomorrow, yesterday. Questioning e.g. today is Tuesday in 5 days it will be Saturday? True or false?</p> |
| <p>To understand time (hours, minutes, seconds)</p>  | Y1                | <p>Daily dashboard and timetable – Four clocks. Its 9 o clock what activity are we doing now.</p>   |
| <p>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>                 | Y1                | <p>Daily dashboard – four clocks. Timetable.</p>  |

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| <p>Properties of shapes</p> <p>To recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> | <p>Y1</p> | <p>Teach in “theme” time before starting “structures” theme.</p> <p>Daily dashboard – explorify.</p> <p>Teach in theme/continuous provision. Tinkering table</p>  |
| <p><b>Geometry - position and direction</b></p> <p>To describe position, direction and movement, including whole, half, quarter and threequarter turns</p>  | <p>Y1</p> | <p>PE and computing</p>   |
| <p>Measures: Time</p> <ul style="list-style-type: none"> <li>• To know the number of minutes in an hour and number of hours in a day.</li> <li>• To tell and write time to 5 minutes, including quarter past/to the hour.</li> </ul>  | <p>Y2</p> | <p>Daily dashboard – everyday children write/read date. Today, tomorrow, yesterday. Questioning e.g. today is Tuesday in 5 days it will be Saturday? True or false?</p> <p>Daily dashboard and timetable – Four clocks. Its 9 o clock what activity are we doing now.</p> |
| <p>Draw the hands on a clock face to show these times</p> <p><input type="checkbox"/> To compare and sequence intervals of time</p>   |           |   |

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| <p>Properties of shape</p> <ul style="list-style-type: none"> <li>• To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• To compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> | <p>Y2</p> | <p>Teach in theme/continuous provision. Tinkering table</p>   |
| <p>Position and direction</p> <ul style="list-style-type: none"> <li>• To order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>  | <p>Y2</p> | <p>PE and computing</p>   |
| <p>Statistics</p> <ul style="list-style-type: none"> <li>□ To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>   | <p>Y2</p> | <p>Daily dashboard – comparing weather (link with seasons and days of the week.) Watching weather and reading thermometers to compare their predictions with the temperature we record.</p> <p>Tally chart birthdays etc, looking at data on daily dashboard.</p> |

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| <ul style="list-style-type: none"><li>• To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li><li>• To ask and answer questions about totaling and comparing categorical data</li><li>• To use appropriate standard units to estimate and measure temperature (degrees C) using thermometers.</li></ul> |    | Link with science look at data etc.      |
| Phonics  | Y1 | Children to read Phonic Screening words. |