



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

Focus + Area of Curriculum e.g. Engage, Develop, Express, Innovate	Objectives	Activity and lesson outline	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
<p><b>Week 1</b> Engage. Memorable experience.</p>	<p>LO: To use a map to follow a route.</p>	<p>Become street detectives! Explain that the children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area over the years.</p> <p>First – explain where our school is in the country (show South Shields on map). South Shields is in England, which is in the UK. <b>Show this on location circles.</b></p> <p>Show children map of local area on Google Maps. Discuss features and show the streets we will walk through.</p> <p>Provide a simple map showing a specific route for children to follow around local streets. They can take photographs of each street on arrival and look out for the different features of each street (such as trees, a post box, a church, a playground or shop), drawing these on the map.</p> <p>Using photographs or a video recording of interesting points along the route, encourage the children to think about the people needed to work in and look after the local community, and how the environment might have changed through the years.</p>	<p>Chn will work in mixed ability pairs to identify street names and features. They will take turns to draw them on the map.</p>	<p><u>Resources</u> -Simple map of local area. -List of instructions for route (to verbally share with children).</p> <p><u>Key Questions</u> Which street is this? What feature can you see on this street? Can you find where to draw this feature on your map?</p>	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

		<b>Stick maps into jotters.</b>			
<b>Week 2</b> Engage. Other subjects (Geography): Our Community.	LO: To describe and compare human and physical features of the local environment.	Re-cap last week's lesson where we walked around our local area and looked at the different features. What can we remember? (Post box, shop, trees, church). Today we will write a description of our local area, describing the features on each street.	HA: Write 3 sentences to describe 3 different features (on X street there is a Y).  MA: Write 2 sentences to describe 2 different features.  LA: Write 1 sentence to describe a feature on a particular street.	What do you notice?  Maps from last lesson.	
<b>Week 2</b> Engage. Other subjects (geography). Our Community.	LO: To use geographical vocabulary to name features of familiar and unfamiliar places.	<u>Whole-class:</u> Today we will look more closely at a map of our local area. Introduce some of the symbols that we will look out for and what they represent (church, school etc).  Work in pairs looking at map of local area to see which features, landmarks and symbols they can find.  <u>Whole-class:</u> Introduce simple directional language (near, far, beside).  Questioning: Where is the school? (beside the shop, near to X)  Children write sentences to describe the position of different features.	HA and MA: Write 3 sentences to describe the position of 3 different features.  LA: With support from adult to orally rehearse, write 1 sentence to explain the position of a feature.	Maps of local area.	
<b>Week 3:</b> Engage. Other subjects (PSHE). Our Community.	PSHE Share their views and opinions on things which matter	Think about the people who work in and help look after our local community. Make a list of all the different people children can think of (postman,	HA and MA: Write a description of 3 different members of the	Role play outfits.	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

	to them, providing some evidence to support, such as gathered relevant information and data.	shopkeeper, lollipop person, librarian, police officer).  Discuss what each of these people do and explain why their work is so important (show photos of them).  <u>Independent task:</u> Write a sentence to describe what different people do in the community (jotters).  <u>Note</u> Where possible, invite into the classroom a variety of people who work in the local community. This. Provide a range of dressing up materials and props so that children can act out these roles in play.	community to explain what they do.  LA: With support to orally rehearse, write a simple sentence to explain what one member of the community does.	PowerPoint with information about people in community.	
<b>Week 3</b> Engage. Other subjects (D&T). Our Community.	LO: To choose appropriate materials for a model.	Make a mini-model of a house, shop or other building from their own community, using a range of small boxes. Stick paper to box surfaces and draw features such as windows, bricks, tiles and doors using marker pens and felt tips. Alternatively, cut shapes from coloured papers and use for additional features. Make a table map with roads and green spaces and place their shops and homes on it.  <u>Note</u> Use first-hand drawings and photographs to stimulate ideas. Provide a range of small boxes to ensure that the models are roughly the same scale. Encourage children to put these together to create a model of their own community.	HA and MA: Independently create models with more intricate details (roof files etc).  LA: With support, create models with simpler details (windows, door).	Small and medium cardboard boxes, paper, glue, scissors, pens, pencils.	
<b>Week 4</b> Develop. Other subjects (Geography)	LO: To use compass directions (North, South, East and West) to describe the	Look at a range of old street maps and talk about how they are similar or different to more modern day maps. Look closely, and describe what they can see. Try spotting any significant street names or buildings!	HA: Independently write 4 sentences to compare maps (2 similar things and 2 different things).	Old and new street maps of local area (or Newcastle).	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

Homes and shops: then and now.	location of geographical features and routes on a map.	Write sentences to describe similarities and differences.  <u>Note</u> You can access old street maps using internet search engines. Also, libraries often hold archived maps which may be photocopied. If possible, get old local maps showing the road on which the school stands. Encourage children to think about how the old and new maps differ and why modern maps show more detail.	MA: Independently write 2 sentences to compare maps (1 similar thing, 1 different thing).  LA: With support, write one sentence to compare maps (their own observation).		
<b>Week 4</b> Develop. Other subjects (History) Homes and shops: then and now.	LO: To describe changes in the local area during their own lifetime and that of their parents and grandparents.	Use rope, pegs and pictures to take children through a 'walkable' timeline of homes from the local area from old to modern.  Discuss similar/different features (windows, doors, colours, materials, size).  <u>Independent task:</u> Children label timeline of homes through the decades with dates (1900s, 1950s etc).	HA and MA: Label a timeline of homes with their decade (1950s).  Extension: Write a sentence to explain the difference between old and modern houses.  LA: with support, label fewer homes with their decade.	Rope, pegs, laminated variety of old and new homes and decades.	
<b>Week 5</b> Develop. Other subjects (History) Homes and shops: then and now.	LO: To describe changes in the local area during their own lifetime and that of their parents and grandparents.	Look at pictures of shops in the past and compare them to shops today. Use hula hoops to separate them into 'old' and 'new'. Do they have anything in common?  Talk about how the old-fashioned baker's shop differs from today's giant supermarkets and make a class list of differences. Ask the children for their opinions on the positive and negative effects of large supermarkets on small, independent retailers.  <u>Note</u>	HA and MA: Sort more shops in small groups.  LA: Sort fewer shops in small group.	Laminated pictures of old and new shops.	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

		Invite grandparents and great-grandparents into school to talk about how shopping has changed since they were little. Encourage children to write and draw about the things they found out.			
<b>Week 5</b> Develop. English Focus: Instructions.	LO: To explain and discuss their understanding of what they have read, with growing confidence.	Read cards giving simple instructions for carrying out a range of tasks. Use the cards in pairs to read and follow a set of instructions. Explain to an adult what their card says and recount the instructions in their own words.  <u>Note</u> Make a range of instructional cards for activities such as: 'Take a reading book to the hall' or 'Walk quietly to the school office to hand in this envelope'. Use other classroom-based instructions such as 'Find your favourite book from the book box' or 'List what is in your packed lunch today'. Highlight to the children that each instruction card begins with a bossy verb!	Work in mixed ability pairs.	Laminated instruction cards.	
<b>Week 6</b> Develop. English Focus: Instructions.	LO: To re-read writing to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).	Learn how to write directions to places in local area. Re-cap language of left, right, forwards, backwards.  Draw the starting point at the top of page and the end point at the bottom, with the instructions in the middle.  <u>Note</u> Before the activity, prepare a large scale map of the area around school showing street names.	LA: Write simpler directions from school to shop.  MA and HA: Write directions from school to church.	Large-scale map of area around school showing street names.	
<b>Week 6</b> Develop. English Focus: Instructions.	LO: To re-read writing to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences	Give children a set of instructions and map of local area and see if they end up in the correct place.  Using map of local area, children write set of instructions for a partner to a secret destination. Partner must follow instructions carefully. Did they end up in correct place?	Mixed ability pairs.	Large-scale map of local area from last lesson.	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

	punctuated correctly).				
		<b>HALF TERM</b>			
<b>Week 7</b> Develop. Other subjects (Geography): Maps and Plans.	LO: To identify and describe geographical human and physical features using an aerial photograph.	Use satellite imaging tools to look at a number of aerial images of the local area and describe what they can see. Talk about how they think the photograph was taken and what they can tell about the way that local land is used.  <u>Independent task:</u> Label an aerial image with features they recognise and discuss how the land is used (farming, housing, shops).  <u>Note</u> Encourage children to make landscapes in the outdoor environment using sand, earth, grass, stones and other natural and man-made materials to represent what they can see on an aerial image.	HA and MA: Independently label an aerial image of local area and explain how the land is used.  LA: With support, label an aerial image of local area.	Aerial photographs of local area.	
<b>Week 8</b> Develop. Other subjects (Geography): Maps and Plans.	LO: To draw simple maps or plans using symbols for a key.	Make a map of a familiar route they take regularly, remembering features and signs passed along the way. Draw their maps and plans and design a simple key to show the route's environmental features.  <u>Note</u> Routes might include the route to school, a grandparent's house, the local shop, town or the local swimming baths. Ask the children to think about a route that is familiar to them.	HA and MA: Make a map of route from school to church. Design a simple key.  LA: Provide a template of a simple map of route from school to church. Ask chn to add features (school, shop, church).	Map/key examples.	
<b>Week 8</b>	LO: Describe how people, places and events in their own	Find out about the history of their own school. Investigate when the school was built and whether any of their parents or family went to the school in	HA and MA: in pairs, make comparisons between old and new	Photos of old and new school.	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

Develop. Other subjects (History): Maps and Plans.	locality have changed over time.	previous years. Invite into the classroom community members who are former pupils of the school to talk about memories of their schooldays and how the school has changed over the years.  Comparison alley task. What is different about the schools? What is the same?  <u>Note</u> Ask parents, carers and grandparents if they have any old photographs of their own school days. Alternatively, you may be able to loan images, maps and plans of the school from council archives.	school using comparison alley sheet.  LA: In a small group make comparisons between old and new school using comparison alley sheet (with support).		
<b>Week 9</b> Develop. Other subjects (D&T): Looking after our community.	LO: To produce detailed, labelled drawings or models of products based on design criteria.	Make a variety of signs that could be placed around the local community to help people remember to take care of it. Draft a design, then create it using a range of materials, including card and paint.  <u>Note</u> Ask the children to make suggestions about how the local area could be improved, looking at photographic examples before drafting their ideas. Examples might include, 'No ball games', 'Keep off the grass' and 'Clean up after your dog!'	HA and MA: Create signs independently.  LA: Create signs with support for writing.	Cardboard, paint, ruler/sticks, cellotape.	
<b>Week 9</b> Develop. Other subjects (D&T): Looking after our community.	LO: To produce detailed, labelled drawings or models of products based on design criteria.	Re-cap last lesson where we talked about looking after our local community.  Our school is also part of our community. How could we look after it more? (picking up litter, hanging coats up, washing hands etc).  Make posters to put up around school to encourage this.	HA and MA: before making poster in pairs, discuss why we should look after our school and how we feel when we do good.  LA: Create poster with support for writing.	A3 paper, pens, pencils, stencils.	
<b>Week 10</b> Develop. Other subjects (Art &	LO: To explain what they like/dislike about an	Look at the work of artists who drew or painted the urban landscapes of their own locality. Talk about what the artist has drawn or painted and what they	HA and MA: Explain what they like/dislike about the pieces of artwork and	Artwork of local area.	



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

Design): Looking after our community.	artwork, comparing it with other pieces of art.	think they might see, hear and smell if they walked into the place in the painting.  <u>Note</u> There are many contemporary artworks available to view online. Pick a good range of different styles and scenarios to arouse the children's interest.	what they might see, hear, smell if they were in the place of the painting.  LA: Explain what they like/dislike about a piece of artwork.		
<b>Week 10</b> Develop. Other subjects (Art & Design): Looking after our community.	LO: To explain what they like/dislike about an artwork, comparing it with other pieces of art.	Make drawings, paintings and collages of buildings or statues in their own local area.	HA and MA: More detailed artwork.  LA: Supported with idea/template.	Artwork of local area from last lesson.  Photos for making own piece of art.  Template for LA.	
<b>Week 11</b> Express. English Focus: Diary writing.	LO: To explain and discuss their understanding of what they have read, with growing confidence.	Read and share an example of an imaginary character's 'street diary'. Read and talk about the things the character sees from his/her window every day. Then search for doing words (verbs) that describe how people, cars and the community outside the window are coming and going.  <u>Note</u> Provide a day-by-day account of the view from the window. Use a good range of verbs and adverbs to describe the ambience, such as, 'children ran quickly', 'dogs barked noisily', 'cars moved speedily' and 'mums talked happily'. Ask the children to spend some time at home watching what happens in their street when they arrive home in the evening or in the morning... They will be writing their own street diaries this week!	HA and MA: Make a list of the doing words (verbs) that describe what is going on from the diary entry.  Extension: Think of different verbs in place of the ones in the diary.  LA: As a group, mindmap verbs (different ways to say walked, said).	Imaginary character's 'street diary' to read aloud.  <b>Find video of imaginary scenario for children to write about if they did not look out of own window for next lesson.</b>	
<b>Week 11</b>	LO: To write about real events in	Compose a sentence or sentences to recall what they have seen happening on their street this	HA: Write 5 sentences to describe what they saw		





**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

Express. English Focus: Diary writing.	chronological order, using a structure of orientation (scene setting), events (recount), re-orientation (closing statement).	morning or last night. Remember to include adverbs that describe how things were happening. Share their sentences with others in the class. Check with any classmates who live on the same street whether they saw the same or different things.  <u>Note</u> Remind children to mark the correct day, date and approximate time on their diary entry. Children could add an illustration and caption or speech bubble to add interest and detail. Remind the children to look again, perhaps at a different time, to see whether different things happen.	(including interesting verbs and 'and').  MA: Write 3 sentences to describe what they saw (including interesting verbs and 'and').  LA: Write 1 sentence to describe what they saw.		
<b>Week 12</b> English and Geography.	LO: To identify the features of a map, including reading symbols.  To write a plan using instructional language.	<b>Beamish preparation</b>  <a href="#">Look at map of Beamish/Preston Park.</a>  <a href="#">Do they recognise any symbols or features? Plan our trip using instructional language.</a>	HA and MA: Write a plan for our trip, in 4 sentences, using instructional language.  LA: With support, write a plan of our trip (2 sentences) using bossy verbs.		
<b>Week 12</b>		<a href="#">Trip to Beamish/Preston Park</a>			
<b>Week 13</b> Express. English Focus: Diary writing.	LO: To plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).	Compose another diary entry about trip, describing their observations, adding a personal thought about what is happening or a feeling about where they live.  <u>Note</u> You could support children by giving them a sentence starter such as 'It made me think...'; 'I love to see...' or 'I don't like it when...'	HA and MA: independently compose diary entry about trip, including their observations.  LA: support to orally rehearse 2 sentences about trip.		



**Holy Trinity Church of England Academy**  
**Termly Plan: Street Detectives**  
**Year Group: 1**

<p><b>Week 13</b> Express. English Focus: Diary writing.</p>	<p>LO: To use adjectives to interest the reader.</p>	<p>Look back at diary entry from trip and create a funny or shocking incident in their final diary entry – a last-minute twist! Brainstorm all the funny or shocking things that they might see and write a concluding sentence or sentences to describe it.</p> <p><u>Note</u> Perhaps an elephant walks down the street, a tree blows over in the wind, a hot air balloon lands in the park or an alien space ship crash lands. Or maybe there's an explosion of coloured stars... or everything turns pink!</p>	<p>HA and MA: Write 2 concluding sentences for trip diary entry (funny/shocking). LA: With support to come up with ideas, write a concluding sentence for trip diary entry.</p>		
----------------------------------------------------------------------	------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--