

Geography: Locational knowledge. Pupils will learn to; name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



Curriculum Planner for KS1

Title of Unit of Enquiry:
Around the World in 30 days

Geography: Human and physical geography. Pupils will learn to; identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold places in the world. We will also be learning to use basic geographical vocabulary to refer to: key physical features, including: coast, sea, ocean, river, season and weather.

DT: Designing and making our own weather stations.

Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To explore and evaluate a range of existing products, evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable.

Music: 'I want to play in a band'

Learning objectives: To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.

Science: 'Seasonal changes' is our focus for this half term. Pupils should be taught to: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. 'Working scientifically' is also going to underpin this terms learning in science. During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests and gathering and recording data to help in answering questions.

English: Fatou Fetch the Water – Neil Griffiths

During this sequences of writing children will develop: Positive attitudes towards and stamina for writing by: writing narratives about the experiences of others.
Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'.
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Grammar- beginning to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.
Vocabulary: children use adjectives and adverbs to describe- expanded noun phrases to describe and specify
Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
Make simple additions, revisions and corrections to their own writing by:
evaluating their writing with the teacher and other pupils

Maths: Y1 maths concepts: Division and consolidation. Place value to 50/ 100 and measurement, length and height.

Y2 maths concepts: Division, statistics and measurement, length and height.

<u>Drivers:</u>	<u>Key Questions:</u>
Awareness of the wider world Thinking critically Working collaboratively	Where do we live? What are the seven continents? Where in the world is Barnaby Bear?
<u>Vehicle for Learning:</u>	
Travel with Barnaby Bear to explore our world. 'The Snail and the Whale' by Julia Donaldson. To work together to create a class information book about our world.	
<u>Key Texts:</u>	
'Fatou, fetch the water' by Neil Griffiths. 'What do you do with a tail like this?' by Steve Jenkins. Geographical Association.	
<u>Key Vocabulary:</u>	
World, globe, travel, explore, seas, oceans, continents, weather, seasons, months of the year, design, make, plan, test, predict, materials, change, lands	

PSHE: Growth Mind-Set.

Children will: Learn about positive attitudes and how they can be used to increase self-confidence.

Learn about their emotions and how to express them safely and appropriately.

RE: Who is a Muslim and what do they believe?
Children will:

Identify some ways a Muslim might describe God;
Respond sensitively to what matters to Muslims and what matters to me
Retell a story about the Prophet Muhammad;
Say why Muslims try to follow Muhammad and have great respect for him;
Retell a story about Allah and Prophet Muhammad
Say why Muslims try to follow Muhammad and have great respect for him;
Identify what makes a place special, or holy

PE: Dance: Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.