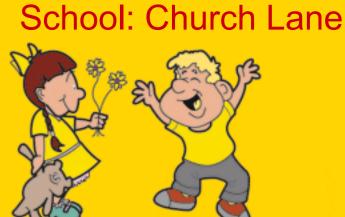


Wow Starter: Trip to Yorkshire Wildlife Park

Final Event: Nature walk around Sleaford



Teacher: Edix

LITERACY

Reading - comprehension KS1

• e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • e73 being introduced to non-fiction books that are structured in different ways

- e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary • e78 understand both the books that they can already read accurately and fluently and those that they listen to by:
- e79 drawing on what they already know or on background information and vocabulary provided by the teacher
- e81 making inferences on the basis of what is
- being said and done • e82 answering and asking questions
- e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - composition KS1

- e103 writing for different purposes • e105 planning or saying out loud what they are
- going to write about • e106 writing down ideas and/or key words,
- including new vocabulary • e108 make simple additions, revisions and
- corrections to their own writing by: • e109 evaluating their writing with the teacher and
- other pupils • e110 re-reading to check that their writing makes
- sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- · e111 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- · e112 read aloud what they have written with appropriate intonation to make the meaning clear.

UNDERSTANDING THE WORLD

Living things and their habitats KS1

- sc20 explore and compare the differences between things that are living, dead, and things that have never been alive
- sc21 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans KS1

sc26 notice that animals, including humans, have offspring which grow into adults

- · sc27 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- sc28 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Place knowledge KS1

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I
- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- ae9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

COMMUNICATION AND LANGUAGE

- · sl1 listen and respond appropriately to adults and their peers
- · sl2 ask relevant questions to extend their understanding and knowledge · sl4 articulate and justify answers, arguments and
- sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments · sl11 consider and evaluate different viewpoints, attending to and building on the contributions of

To read and find about animals that live in the Arctic. After learning about some of these animals,

we will use
headings, sub-headings, captions, pictures and
specific vocabulary
to create fact files showing the information we have This will also consolidate sentence structure,

the use of grammar and punctuation and handwriting and presentation.

The children will then present their work to the rest of the class.

We will explore animals and their habitats and

arctic animals and the environment they live in, what they eat,

their life cycles and how they survive in cold climates.

We will then compare this with pets and farm animals.
We will be able to understand that all animals - Including humans)

need basic things in order to survive and to look at the

This will link into healthy lifestyles and eating as well as our

topic in SRE - exploring relationships and parts of the body.

In Geography, we will compare the UK to the Arctic

identifying any similarities and differences, how different

places affect the people that live there and the animal habitats.

Our Bodies

Build up confidence and self-esteem through group and class discussions, participating by asking and answering

questions, taking part in circle time and other opportunities.

Role Play

Arctic

Desert

Island

human life cycle.

compare similarities and differences. We will explore

This will include < > =, cm, m, l, ml, g, kg, oC, time and money. We will use different units of measure to also secure understanding of halving and doubling, addition and subtraction and to explore written word problems.

To consolidate measurement through a wide range of

practical activities and investigations.

We will also consolidate all the other areas of maths in preparation for them starting Year 3.

ICT
To be able to use a search engine for research and to consolidate word processing skills. Being able to save, change font, add a picture and print off their own work.

Blue

Planet

We will be exploring healthy eating and nutrition, looking at different food types, where they come from and about having a balanced diet. We will also do some cooking together.

In mUsic we will be following the BBC radio programme - Treasure Island. This follows the story as well as being able to learn and sing a variety of different song in a range of different styles.

Linked with Science, we will explore healthy lifestyles and how they can take responsibility for themselves and their actions. There will be discussions and activities looking at hygiene, our bodies, eating well and staying safe.

In PE this term the children will be learning through games and

- In games they will be focusing on striking and fielding games,
- batting and fielding skills as well as cooperating with a small group. In Athletics they will be looking at paced running, paced running obstacles, jumping for distance and using different foot patterns.

Belton House

Yorks

Wildlife

Park

Tattershall Castle and Farm

MATHEMATICS AND COMPUTING

Measurement KS1

• m13 compare, describe and solve practical problems for:

· m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] m15 mass/weight [for example, heavy/light, heavier than, lighter than]

- m16 capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] · m17 time [for example, quicker, slower, earlier, later]
- · m18 measure and begin to record the following: m19 lengths and heights · m20 mass/weight
- m21 capacity and volume
- m22 time (hours, minutes, seconds)
- · m23 recognise and know the value of different denominations of coins and notes • m24 sequence events in chronological order using
- language [for example, before and after, next, first, today, yesterday, tomorrow, morning,
- afternoon and evening] · m25 recognise and use language relating to dates, including days of the week, weeks, months and years · m26 tell the time to the hour and half past the
- hour and draw the hands on a clock face to show these times.

EXPRESSIVE ARTS AND DESIGN

Cooking and nutrition KS1

· dt22 I can describe the healthy food in the dishes I prepare

· dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare · dt24 I can tell you where some of the food I eat

- mul I can sing songs using my voice to show the meaning of the words and tune · mu2 I can repeat chants and rhymes with
- mu3 I can use my voice in different ways · mu7 I can sit and listen attentively to recorded

PSED & RELIGIOUS EDUCATION

- PSED Developing a healthy, safer lifestyle KS1 • ph8 Make simple choices that improve their health
- and well being. · ph9 Maintain personal hygiene. ph10 Understand that certain actions spread
- · ph11 Understand rules for keeping safe in the

environment (roads, railways, people, fire, water).

- ph12 Make sensible choices (food, games, television, money).
- ph13 To understand that all household products including medicines, can be harmful if not used

PHYSICAL EDUCATION

- pel I can run safely, controlling my speed and direction
- pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules • pe2.1 I can think of simple tactics to help attack or defend in a team game



Blue Planet - Stage Coverage						
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
Living things and their habitats KS1 *sc20 explore and compare the differences between things that are living, dead, and things that have never been alive *sc21 identify that most living things live in habitats to which they are suited and describe how different kinds of animals and plants, and how they depend on each other *sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats *sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Animals, including humans KS1 *sc26 notice that animals, including humans, have offspring which grow into adults *sc27 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *sc28 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Place knowledge KS1 *ge7 understand the human and physical geography of a small area of the United Kingdom *ge8 understand the human and physical geography of a small area in a contrasting non-European country *ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country		Psi master basic movements including running - pa1.2 master basic movements including throwing and catching - pe1.5 master basic movements and begin to apply these in a range of activities - pe2 participate in team games - pe2.1 in team games, develop simple tactics for attacking and defending	cooking and nutrition KS1 dt22 use the basic principles of a healthy diet to prepare dishes dt23 use the basic principles of a varied diet to prepare dishes dt24 understand where food comes from. KS1 mu1 use their voices expressively by singing songs emu2 use their voices expressively by speaking chants and rhymes mu3 use their voices creatively mu7 listen with concentration and understanding to a range of high-quality recorded music	Reading - comprehension KS1 • 70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • 73 being introduced to non-fiction books that are structured in different ways • 75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary • 78 understand both the books that they can already read accurately and fluently and those that they listen to by: • 79 drawing on what they already know or on background information and vocabulary provided by the teacher • 81 making inferences on the basis of what is being said and done • 82 answering and asking questions • 85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Writing - composition KS1 • 103 writing for different purposes • 105 planning or saying out loud what they are going to write about • 104 writing down ideas and/or key words, including new vocabulary • 108 make simple additions, revisions and corrections to their own writing by: • 109 evaluating their writing with the teacher and other pupils • 110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • 111 proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • 112 read aloud what they have written with appropriate intonation to make the meaning clear.	stil listen and respond appropriately to adults and their peers • st2 ask relevant questions to extend their understanding and knowledge • st4 articulate and justify answers, arguments and opinions • st6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • st11 consider and evaluate different viewpoints, attending to and building on the contributions of others	PSED Developing a healthy, safer lifestyle KS1 • ph8 Make simple choices that improve their health and well being. • ph9 Maintain personal hygiene. • ph10 Understand that certain actions spread disease. • ph11 Understand rules for keeping safe in the environment (roads, railways, people, fire, water). • ph12 Make sensible choices (food. games, television, money). • ph13 To understand that all household products including medicines, can be harmful if not used properly.

