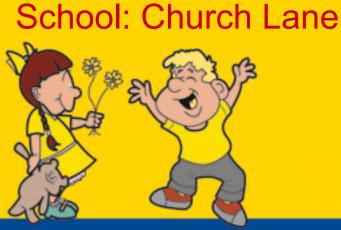


# Around the World in 80 Days (Y1T4)

Wow Starter: Investigating the fruit of Handa's Surprise, tasting banana, orange, mango, avocado, pineapple and passion

Final Event: An international day where we can celebrate the traditional dress, food, music and culture of countries



Teacher: Edix

# MATHEMATICS AND COMPUTING

### Measurement KS1

• m13 compare, describe and solve practical

· m14 lengths and heights [for example, long/short, onger/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, guarter] · m17 time [for example, quicker, slower, earlier,

• m18 measure and begin to record the following: • m19 lengths and heights

m20 mass/weight

· m21 capacity and volume

afternoon and evening]

• 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,

 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

Maths we're looking at measurement this half term, we're

to be measuring anything that stands still...or moves! We're

to investigate length and height, weight, capacity and time as coming back to money and chronological order of events and of the day.

In English we will be focusing our learning on stories and tales from the countries we are investigating. These will be:

Japan, Spain, India, Canada and Brazil. We will be combining a

fiction and non-fiction work in reports and fact files about

front of our peers.

around the world.

countries and will continue to focus on ensuring sentences

a capital letter, end with a full stop and include finger spaces.

### Working scientifically KS1

sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the

UNDERSTANDING THE WORLD

programme of study content: · sc2 asking simple questions and recognising that they can be answered in different ways

· sc3 observing closely, using simple equipment • sc4 performing simple tests

· sc5 identifying and classifying · sc6 using their observations and ideas to suggest

· sc7 gathering and recording data to help in answering questions.

answers to questions

Plants KS1 sc24 observe and describe how seeds and bulbs grow into mature plants

sc25 find out and describe how plants need water. light and a suitable temperature to grow and stay

### Location knowledge KS1

ge1 I can find and name the world's seven continents on a map and globe

ge2 I can find and name the world's five oceans on

UK on a map ge4 I can find and name the capital cities of the

ge5 I can find and name the seas surrounding the

ge3 I can find and name the four countries of the

UK on a map

ge6 I can talk about some features of each country in the UK and its capital city

### Place knowledge KS1

• ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited

• 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

• **ge9** 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

### Human and physical geography KS1

• ge12 I can identify the Equator and North and South Poles on a map and globe • ge13 I know that it is very hot I places around the Equator and very cold around the Poles

### Geographical skills and fieldwork KS1

• ge18 I can describe the location of places near my

• ge19 I can describe the location of places further away and how I might travel to them • ge22 I can recognise some human and physical features from an aerial photograph

• ge23 I can create my own map showing imaginary human and physical features • ge24 I can create symbols for the features on my

map and create a key to explain what they

• ge25 I have annotated my sketches to identify some of the human and physical features I saw

# EXPRESSIVE ARTS AND DESIGN

· ad2 I can use drawing to share my ideas. ad3 I can use painting to share my ideas.

• ad5 I can use colour, texture and pattern in my

have helped me to create my own work

• ad7 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work ad9 I can show you how ideas from famous people

· dt13 I can explain why I have chosen particular materials, components or ingredients

### Cooking and nutrition KS1

· dt22 I can describe the healthy food in the dishes

· dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare

In Science we are going to be learning all about Plants. We will

In Art and Design we will be using drawing and painting in a

reas as inspiration for our own art work.

of ways to express our learning. We will be creating the flags

ymbols of different countries and exploring the artists from

investigate what plants need by sowing various seeds throughout the term and providing them with care and attention.

and immediate vicinity.

In Geography we will be looking at our local area, identifying features of the town we live in and creating maps to show our

Around the World in 80 Days (Y1T4)

In PSED we will continue to develop our empathy skills as well remembering to always do the right thing. We will follow the our classroom and around our school and make healthy food

We will continue to express our feelings to our peers and to

the reader. We will consider viewpoints different to our own, especially on sensitive subjects such as bull-fighting in The

Ferdinand for Spain. We will continue to practice reading aloud

the classroom as well as writing and speaking to gain the

In RE we will ask puzzling questions and be open to new and answers as well as thinking carefully about what matters to us terms of religion. We will begin to look at different religions

In PE this term the children will be learning through Athletics Gymnastics.
In Athletics the children will be looking at changing speed,

running simple take off and landings and a push throw. In Gymnastics they will be looking at different types of roll to use them in a sequence.

### OUTDOOR LEARNING

We will be planting a variety of seeds in our outdoor area which will grow into radishes, carrots, spring onions and wildflowers to attract new and different insects to our outdoor space.

# LITERACY

to decode words • e2 respond speedily with the correct sound to

• e1 apply phonic knowledge and skills as the route

graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

-ing, -ed, -er and -est endings

· e6 read other words of more than one syllable that contain taught GPCs

· e8 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work

• e9 re-read these books to build up their fluency and confidence in word reading.

### Reading - comprehension KS1

· e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • e13 becoming very familiar with key stories, fairy

stories and traditional tales, retelling them and considering their particular characteristics · e14 recognising and joining in with predictable

• e16 discussing word meanings, linking new

meanings to those already known • e21 making inferences on the basis of what is

being said and done • e23 participate in discussion about what is read to them, taking turns and listening to what others say • e24 explain clearly their understanding of what is read to them.

Writing - transcription - Spelling KS1 • e25 words containing each of the 40+ phonemes

· e27 the days of the week

### Reading - word reading KS1

singular marker for verbs • e5 read words containing taught GPCs and -s, -es, · e33 using the prefix un-

is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

> Writing - handwriting KS1 • e39 form capital letters

teacher or other pupils

Writing - composition KS1 · e43 saying out loud what they are going to write

• e28 name the letters of the alphabet:

alternative spellings of the same sound

• e31 add prefixes and suffixes:

• e29 naming the letters of the alphabet in order

• e32 using the spelling rule for adding -s or -es as

the plural marker for nouns and the third person

• e34 using -ing, -ed, -er and -est where no change

• e30 using letter names to distinguish between

• e44 composing a sentence orally before writing it · e47 discuss what they have written with the

• e48 read aloud their writing clearly enough to be heard by their peers and the teacher.

### Writing - vocabulary, grammar and punctuation

• e50 leaving spaces between words

 e51 joining words and joining clauses using and • e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

• e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

# COMMUNICATION AND LANGUAGE

· sl3 use relevant strategies to build their

vocabulary · s14 articulate and justify answers, arguments and

• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

· s17 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

· sl10 gain, maintain and monitor the interest of the

• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of

## PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa5 Continue to develop empathy for others. • pa6 Recognise what is right and wrong.

• ph4 Begin to make simple choices that improve their health and well being.

RE - Learning From Religion KS1 · rf12 Ask puzzling questions and respond

· rf13 Identify what matters to them and others and link this to religion.

# PHYSICAL EDUCATION

• pe1 I can run safely, controlling my speed and

• pe1.1 I can jump over obstacles safely and with control, and off apparatus knowing how to land

• pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb

• pel.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

• pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of

### Around the World in 80 Days (Y1T4) - Stage Coverage MATHEMATICS AND COMPUTING UNDERSTANDING THE WORLD **PHYSICA** Measurement KS1 Working scientifically KS1 • sc1 During years 1 and 2, pupils should be taught • m13 compare, describe and solve practical pe1 master basic moven to use the following practical scientific methods, problems for: pe1.1 master basic move processes and skills through the teaching of the • m14 lengths and heights [for example, long/short, pe1.3 aster basic moven longer/shorter, tall/short, double/half] co-ordination programme of study content: sc2 asking simple questions and recognising that m15 mass/weight [for example, heavy/light, heavier pe1.4 master basic move they can be answered in different ways than, lighter than] pe1.5 master basic move • m16 capacity and volume [for example, full/empty, these in a range of activities sc3 observing closely, using simple equipment more than, less than, half, half full, quarter] • **sc4** performing simple tests • m17 time [for example, quicker, slower, earlier, sc5 identifying and classifying

• m19 lengths and heights

• m21 capacity and volume

• m22 time (hours, minutes, seconds)

denominations of coins and notes

m20 mass/weight

evening]

times.

• m18 measure and begin to record the following:

• m23 recognise and know the value of different

m24 sequence events in chronological order using

language [for example, before and after, next, first,

today, yesterday, tomorrow, morning, afternoon and

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

• sc6 using their observations and ideas to suggest

sc24 observe and describe how seeds and bulbs

sc25 find out and describe how plants need water,

• ge1 name and locate the world's seven continents

ge4 name and locate the capital cities of the four

• ge5 name and locate the seas surrounding the UK

• **ge7** understand the human and physical geography

• **ge8** understand the human and physical geography

differences through studying the human and physical

• **ge12** identify the location of the Equator and the

ge13 identify the location of hot and cold areas of

ge18 use locational language (e.g. near and far)

East and West) and locational and directional

• ge19 use simple compass directions (North, South,

language (e.g. near and far) to describe routes on a

• ge22 use aerial photographs to recognise basic

ge24 use and construct basic symbols in a key

ge25 use simple fieldwork and observational skills

to study the key human and physical features of its

the world in relation to the Equator and the North and

of a small area in a contrasting non-European

• ge9 understand geographical similarities and

geography of a small area in a contrasting

Human and physical geography KS1

Geographical skills and fieldwork KS1

human and physical features ge23 devise a simple map

surrounding environment.

• ge6 name and identify characteristics of the four

countries and capital cities of the United Kingdom

• **ge2** name and locate the world's five oceans

• **ge3** name and locate the four countries of the

light and a suitable temperature to grow and stay

sc7 gathering and recording data to help in

answers to questions

answering questions.

grow into mature plants

Location knowledge KS1

countries of the United Kingdom

of a small area of the United Kingdom

**United Kingdom** 

Place knowledge KS1

non-European country

North and South Poles

South Poles

Plants KS1

healthy.

ge	
. EDUCATION	EXPRESSIVE ARTS AND DESIGN
ements including running vements including jumping ements developing balance vements, developing agility vements and begin to apply ties	<ul> <li>• ad2 to use drawing to develop and share their ideas, experiences and imagination</li> <li>• ad3 to use painting to develop and share their ideas, experiences and imagination</li> <li>• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,</li> <li>• ad7 about the work of a range of artists, craft makers and designers.</li> <li>• ad9 about the work of a range of artists, craft makers and designers, making links to their own work.</li> </ul>
	Make KS1  • dt13 select from and use a wide range of materials and components according to their characteristics  Cooking and nutrition KS1  • dt22 use the basic principles of a healthy diet to prepare dishes
	<ul> <li>prepare dishes</li> <li>dt23 use the basic principles of a varied diet to prepare dishes</li> </ul>

LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
Reading - word reading KS1  • 1 apply phonic knowledge and skills as the route to decode words • 2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • 65 read words containing taught GPCs and -ses, -ingeder and -est endings • 66 read other words of more than one syllable that contain taught GPCs • 88 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • 69 re-read these books to build up their fluency and confidence in word reading.  Reading - comprehension KS1 • 11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • 13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • 14 recognising and joining in with predictable phrases • 16 discussing word meanings, linking new meanings to those already known • 21 making inferences on the basis of what is being said and done • 22 participate in discussion about what is read to them, taking iturns and listening to what others say • 24 explain clearly their understanding of what is read to them, taking turns and listening to what others say • 22 the days of the week • 28 name the letters of the alphabet: • 29 raming the letters of the alphabet: • 29 raming the letters of the alphabet in order • 30 using letter names to distinguish between alternative spellings of the same sound • 31 add prefixes and suffixes: • 29 arming the letters of the alphabet in order • 30 using letter names to distinguish between alternative spellings of the same sound • 31 add prefixes and suffixes: • 29 naming the letters of the alphabet in order • 30 using letter names to distinguish between alternative spellings of the same sound • 31 add prefixes and suffixes: • 32 using the spelling of root w	KS1  - s13 use relevant strategies to build their vocabulary - s14 articulate and justify answers, arguments and opinions - s15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - s17 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - s110 gain, maintain and monitor the interest of the listener(s) - s111 consider and evaluate different viewpoints, attending to and building on the contributions of others	PSED Preparing to play an active role as citizens KS1  - pa5 Continue to develop empathy for others pa6 Recognise what is right and wrong.  KS1  - ph4 Begin to make simple choices that improve their health and well being.  RE - Learning From Religion KS1 - rf12 Ask puzzling questions and respond accordingly rf13 Identify what matters to them and others and link this to religion.

