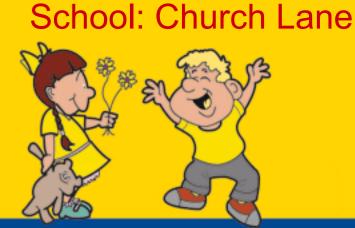
Wow Starter: Aboriginal artwork. Explore examples and create our own.

Final Event: Trip to the Sea Life Centre, Skegness



· m4 identify and represent numbers using objects

and pictorial representations including the number

line, and use the language of: equal to, more than,

· m5 read and write numbers from 1 to 20 in

less than (fewer), most, least

numerals and words.

Teacher: Edix

LITERACY

Reading - word reading KS1

• e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is

• e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

• e63 read accurately words of two or more syllables that contain the same graphemes as above • e65 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • e66 read most words quickly and accurately. without overt sounding and blending, when they

- have been frequently encountered • e67 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- e68 re-read these books to build up their fluency and confidence in word reading.

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 • e71 discussing the sequence of events in books and how items of information are related • e73 being introduced to non-fiction books that are structured in different ways • e76 discussing their favourite words and phrases

Writing - transcription - Spelling KS1 e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many

• e82 answering and asking questions

Living things and their habitats KS1

have never been alive

depend on each other

Location knowledge KS1

a map and globe

Place knowledge KS1

different to the UK

continents on a map and globe

of food.

• sc20 explore and compare the differences

sc21 identify that most living things live in

between things that are living, dead, and things that

habitats to which they are suited and describe how

different kinds of animals and plants, and how they

different habitats provide for the basic needs of

· 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

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

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

ge1 I can find and name the world's seven

· e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

UNDERSTANDING THE WORLD

• e88 learning to spell common exception words

Writing - handwriting KS1

• e95 form lower-case letters of the correct size relative to one another • e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • e97 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

• e98 use spacing between words that reflects the

Writing - composition KS1

size of the letters.

· 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

• 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

Writing - vocabulary, grammar and punctuation

• e114 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

• e116 sentences with different forms: statement, question, exclamation, command • e117 expanded noun phrases to describe and specify [for example, the blue butterfly] • e120 the grammar for year 2 in English Appendix

• ge9 I can tell you about the differences between

country far away and how it affects the way of life

• ge10 I know the names of the four seasons and

instruments to measure the temperature, rainfall,

• ge12 I can identify the Equator and North and

• ge13 I know that it is very hot I places around the

• ge16 I can use maps and globes to identify places

directions and know that on a British map North is

• ge26 I have recorded the weather over a period

of time and taken photographs of the human and

• gell I know how to record the weather using

wind direction and estimating cloud coverage

Equator and very cold around the Poles

Geographical skills and fieldwork KS1

physical features around my school

• ge17 I understand the four basic compass

the weather and landscape in the UK and in a

Human and physical geography KS1

the weather to expect in each one

South Poles on a map and globe

I am learning about

of the people there

Geography
We will identify the 7 continents and 5 oceans on a world map, looking particularly at Australia. We will explore landscape, lifestyle, climate, features of cities and countryside and also the weather. We will then compare We will also look at the four seasons and different

> To encourage all children to speak clearly and at appropriate times, to participate in class discussions, to ask and answer relevant questions There will be class and group opportunities as well as participating in circle time.

> > RRSA

To relate

our learning

to the

articles and

understand

why they

are important

We will explore animals and their habitats, in particular,

this will also include sea life found in the Great Barrier reef.

We will compare the different animals, where they live, the food they eat, and their life cycles.

linking with our topic and looking at Australian animals,

Number and place value.

To count forwards and backwards from any given number up to To count, read and write numbers up to 100. To count in 2s, 5s and 10s. To identify 1 more and 1 less.

Linking with our topic we are going to explore a variety of different skills including painting, drawing, constructing, textiles in order to make and create some artwork. This will include

designing a boomerang, creating artwork for our own classroom Great barrier Reef, making dreamcatchers and exploring the techniques

Music
Following our music programme in school we
will focus on singing. Using our voice and
experiencing different music styles.

Opportunities during lessons and circle time to

explore our feelings, to share our own thoughts

To explore Christianity and why the beliefs are

To share our own beliefs and what is important to us.

value one another.

important to Christians

and ideas, to be respectful of each other and to

used in aboriginal art.

We will be using the Headstart Scheme of work plus a variety of practical activities, including mental maths.

EXPRESSIVE ARTS AND DESIGN

· ad1 I can use different materials to design and make things

ad2 I can use drawing to share my ideas.

• dt1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need

Make KS1

· dt6 I can use scissors for cutting and shaping · dt7 I can join materials in a variety of ways · dt8 I can use simple finishing techniques to

MATHEMATICS AND COMPUTING

Number - number and place value KS1

· m1 count to and across 100, forwards and

· m2 count, read and write numbers to 100 in

backwards, beginning with 0 or 1, or from any given

numerals; count in multiples of twos, fives and tens

• m3 given a number, identify one more and one less

· ad3 I can use painting to share my ideas.

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

Design KS1

· dt3 I can draw and talk about what I am going to

· dt4 I can make a realistic model of my design

improve my product

 dt9 I can select the appropriate materials and tools for my design

· dt10 I can create things using a variety of materials and components, including construction materials

• dt11 I can create things from textiles

• dt14 I can look at things other people have made

and tell you what I like or dislike

· dt16 I can talk about how closely my finished product matches my design

· mu1 I can sing songs using my voice to show the

meaning of the words and tune · mu3 I can use my voice in different ways

· mu6 I can sit and listen attentively to live music · mu7 I can sit and listen attentively to recorded

· mu8 I can concentrate when listening to music and describe what I think and how the music makes me

mu10 I understand loud/quiet, fast/slow and high/low

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa12 Listen and respond in group discussions. • pa13 Express own views with increasing

confidence. · pa15 Identify different choices they can make. · pa16 Recognise the difference between right and

wrong. PSED Developing confidence and responsibility and making the most of their abilities KS1

• pc22 Share their opinions on things that matter to • pc23 Recognise, name and deal with their feelings

in a positive way.

PSED Developing good relationships and respecting the differences between people KS1 · pr20 Recognise how their behaviour affects other people.

• pr21 Identify and respect the differences and similarities between people.

• pr22 Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

• pr23 Consider social and moral dilemmas that they come across every day.

• pr24 Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders).

RE - Learning From Religion K51

· rf19 Reflect on how moral values relate to their own behaviour. · rf20 Recognise that religious teachings and ideas

make a difference to individuals, families and the local community.

Learning About Religion KS1 · ra13 Explore a range of religious stories and

sacred writings and talk about their meanings. · ra15 Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

· ra18 Identify and suggest meanings for religious symbols and begin to use a range of religious words.

COMMUNICATION AND LANGUAGE

- sl1 listen and respond appropriately to adults and
- · sl2 ask relevant questions to extend their understanding and knowledge · sl3 use relevant strategies to build their
- · sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments · sl9 participate in discussions, presentations, performances, role play, improvisations and debates

In PE this term the children will be learning through games and In games the children will be developing their throwing and catching as well as inventing their own games. They will be developing

and communication through this process.

In gymnastics the children will be developing the use of high and

Amazing

Australia

looking at balancing and movements and how to put them into a

Role Play Great Barrier Reef. English and maths activities

> craft and construction

To continue work on Phonics and spelling, to read

the different structures and language used.

accurately, fluently and with understanding.
To read fiction and non-fiction books and understand

Our topic of Australia will enable our written work to explore fiction and non-fiction genres. We will be reading an old australian folk tale and finding out information to write about the Great barrier Reef. We will consolidate sentence structure, the use of capital letters, full stops and other punctuation

in or=order to make our writing interesting, clear

Spelling Daily phonics Common exception words Handwriting inked to spelling

GR group Individual reading Comprehension SPAG

PHYSICAL EDUCATION

• pel I can run safely, controlling my speed and direction

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

• 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 inderstanding the importance of the rule

Amazing Australia - Stage Coverage

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

- 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
- 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

Location knowledge KS1

of food.

never been alive

• ge1 name and locate the world's seven continents ge2 name and locate the world's five oceans

Place knowledge KS1

- ge8 understand the human and physical geography of a small area in a contrasting non-European
- ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

Human and physical geography KS1

- ge10 identify seasonal weather patterns in the United Kingdom
- ge11 identify daily weather patterns in the United Kingdom
- **ge12** identify the location of the Equator and the North and South Poles
- ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork KS1

grounds

- ge16 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key
- ge17 use simple compass directions (North, South, East and West)
- ge26 use simple fieldwork and observational skills to study the geography of their school and its

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given
- m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- m3 given a number, identify one more and one less • m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- m5 read and write numbers from 1 to 20 in numerals and words.

PHYSICAL EDUCATION

- pe1 master basic movements including running
- pe1.1 master basic movements including jumping • pe1.2 master basic movements including throwing and catching
- pe1.3 aster basic movements developing balance co-ordination
- pe1.4 master basic movements, developing agility • 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

EXPRESSIVE ARTS AND DESIGN

- ad1 to use a range of materials creatively to design and make products
- ad2 to use drawing to develop and share their ideas, experiences and imagination
- ad3 to use painting to develop and share their
- ideas, experiences and imagination ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,

Design KS1

- dt1 design purposeful, functional, appealing products
- dt3 generate and communicate their ideas through talking and drawing templates
- dt4 model and communicate their ideas through mock-ups

Make KS1

- dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- dt7 select from and use a range of tools and
- equipment to perform practical tasks such as joining • dt8 select from and use a range of tools and
- equipment to perform practical tasks such as finishing
- dt9 select from and use a range of tools and
- equipment to perform practical tasks
- dt10 select from and use a wide range of materials and components including construction materials
- dt11 select from and use a wide range of materials and components, including textiles

Evaluate KS1

- dt14 explore a range of existing products
- dt16 evaluate their ideas

- mu1 use their voices expressively by singing songs
- mu3 use their voices creatively
- mu6 listen with concentration and understanding to
- mu7 listen with concentration and understanding to
- a range of music mu10 experiment with the inter-related dimensions

- a range of high-quality live music
- a range of high-quality recorded music
- mu8 listen with concentration and understanding to
- of music.

LITERACY

Reading - word reading KS1

- e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
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- e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
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- e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- e97 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- e98 use spacing between words that reflects the size of the letters.

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- 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
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Writing - vocabulary, grammar and punctuation

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- e116 sentences with different forms: statement, question, exclamation, command
- e117 expanded noun phrases to describe and specify [for example, the blue butterfly]
- e120 the grammar for year 2 in English Appendix 2

COMMUNICATION AND LANGUAGE

- sl1 listen and respond appropriately to adults and their peers
- sl2 ask relevant questions to extend their understanding and knowledge
- sl3 use relevant strategies to build their vocabulary
- 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
- sl9 participate in discussions, presentations, performances, role play, improvisations and debates

wrong.

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