



Science

*Weekly, whole afternoon, year-specific sessions, taught discretely unless there is a natural link.
No link with Learning Challenge – taught discretely.*

Living things and their habitats
Would you prefer to be a fox or a lion?

We are learning to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
 - identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.

British Values

Tolerance, Mutual Respect, The Rule of Law, Individual Liberty, Democracy

Living in the Wider World: Rules, Rights, and Responsibilities

Living in the Wider World: Money (My Money Day)

Safeguarding/PSHE

Health & Wellbeing, Relationships, Living in the Wider World, Online Safety

Living in the Wider World: Rules, Rights, and Responsibilities

Living in the Wider World: Money (My Money Day)

Mathematics

Core mathematics

Counting and ordering numbers
 Counting forwards and backwards
 Counting in 2s, 5s, 10s
 Using a variety of vocabulary to describe more or less
 Finding 1 more and 1 less than a given number
 Working out number bonds for different numbers up to and including 10
 Addition and subtraction within 10

Opportunities to apply across the curriculum
Directional language

The Driver

Learning Challenge

History/Geography

Would you prefer to be a fox or a lion?

- To locate the world's 7 continents and 5 oceans.
- To understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country.
- To use basic geographical vocabulary.
- To use simple compass directions.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

English Text

Where's My Teddy Jez Alborough

Dogger by Shirley Hughes

Handa's Surprise by Eileen Browne

Core Reading and Writing Links (Skills focussed with narrative or non-fiction text types providing the purpose for writing)

Writing Target: To punctuate sentences with capital letters and full stops; to use question marks; to join two ideas with 'and'

Text types which provide opportunities for the teaching of writing targets: Narratives, posters,

Reading Target: To retell a known story; to use story language to create own stories

To apply phonics to decode unfamiliar words

Opportunities to apply across the curriculum
Asking and writing questions
Writing labels and captions

The Enhancers

Geography or history to be used as the driver for the Learning Challenge;

Creative arts, performing arts and computing to be enhancers. All three need not be included in each LC – see subject area coverage across each Key Stage;

Links to be made in every LC to British values and safeguarding/PSHE; both need not be included in every LC;

RE, P.E & MFL to be taught discretely unless there is a natural link.

Creative Arts

Art, Design & Technology

- African printing
- Creating a 'shoebox' habitat
- Making fruit kebabs

Performing Arts

Music, Dance

Hey You! (Y1)

Computing

Using ICT to support learning in mathematics and English