

## GEOGRAPHY

- Use basic geographical vocabulary and refer to key physical features: coast, forest, hill, mountain, sea, ocean, river, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house and office.
- Name and locate the world's seven continents and five oceans.
- Locate the hot and cold area in the world in relation to the equator and the North and South Poles.
- Use world maps, atlases and globes to identify the African country chosen.
- Understand geographical similarities and differences between their local environment and a small area within the African country chosen.

## SCIENCE

- Point out some of the differences between different animals .
- Sort photographs of living things and non-living things .
- Identify, name, describe and compare common animals (birds, fish, amphibians, reptiles, mammals).
- Describe how an animal is suited to its environment .
- Name the parts of an animal's body .
- Name a range of domestic animals .
- Classify animals by what eat, carnivores, herbivores, omnivores.
- Compare the bodies of different animals.
- Begin to classify animals according to a number of given criteria.
- Say why certain animals have certain characteristics.
- Name a range of wild animals.
- Describe what animals need to survive.
- Explain that animals grow and reproduce.
- Explain why animals have offspring .
- Describe the life cycle of some living things (e.g. egg, chick, chicken).
- Explain the basic needs of animals, including humans .
- Describe why exercise and a balanced diet are important for humans.
- Explain that animals reproduce in different ways.
- Name some characteristics of an animal that help it to live in a particular habitat.
- Describe what animals need to survive and link this to their habitats
- Explain dependency between plants and animals .
- Use the idea of a simple food chain.

## ART

- Mix paint to create all the secondary colours & name the colours.
- Mix & match colours, predict outcomes .
- Mix their own brown .
- Choose to use thick & thin brushes as appropriate.
- Create a print using pressing, rolling, rubbing & stamping .
- Create a print like a designer onto paper and textile create a repeating pattern & design their own printing block.
- Use a simple paint programme to create an African picture or tessellated pattern .
- Edit their own work.
- African animals/landscapes, tessellated patterns-ICT

•Can they sort some plants by size?

•Can they sort some animals by size?

## **AN AFRICAN COUNTRY**

**Year 1/2**

## RE

### Stepping Out

- Know what happens in a place of worship
- Talk about a special place I have visited and say what happens there.
- Identify the features that make a place of worship special.
- Name some of the artefacts found in places of worship.
- Know that special places are not all the same.
- Say what I think makes a place of worship special to those who go there.

## DESIGN TECHNOLOGY

### Developing, planning and communicating ideas

- Think of ideas, talk about and plan what to do next.
- Describe their dish by using pictures, diagrams and words.

### Cooking and nutrition

- Cut food safely.
- Wash their hands and make sure that surfaces are clean.
- Explain and apply what it means to be hygienic.
- Think about the foods grown in different countries and how they arrive here.
- Describe the smell, texture and colour of foods.
- Talk about where food comes from.
- Think of interesting ways to decorate and present their food.
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### Evaluating processes and products

- Talk about their own work and things that other people have done.
- Report what they would want to improve.
- Food relating to Africa. Colour, texture, smell, decorate. Different foods growing in different places.

## ICT

### Algorithms & Programmes (Beebots, Roamers, etc)

- create a simple series of instructions using left & right
- record routes
- understand forwards, backwards, up & down
- put 2 instructions together to control a programmable toy
- begin to plan and test a programmable toy's journey.
- predict the outcomes of a simple series of instructions
- use right angle turns
- use the repeat command
- test and amend a set of instruction
- write a simple programme and test it
- predict what the outcome of a programme will be

### Data Retrieving & Organising (photos, sounds, graphs, etc)

I can record a sound and play it back

Communicating (email, Word, Internet, etc) recognise what an email address looks like contribute to the sending of a class email use the @ key to type an email address