

## Science: Animals around the World

- To identify and name a variety of common animals including carnivores, herbivores and omnivores.
- To describe the structure of a variety of common animals (Year 1)
- To find out about and describe the basic needs of animals for survival
- To identify that most living things live in habitats to which they are suited
- To describe how animals obtain their food from plants and other animals by using a simple food chain. (Year 2)

## Investigations:

- **Grouping and classifying investigation**-How can we sort different groups of animals?
- **Noticing patterns investigation**- Which habitat is most popular a mini-beast?
- **Comparative testing investigation**- Which habitat is best for a mini-beast?
- **Research investigation**-What can we find out about different mini-beasts using secondary information?

## **Autumn 1**

Can I locate Europe on a world map and explore some of its countries?

Can I locate Asia on a world map? Can I learn about the country of China?

Can I locate Australia on a world map? Can I learn about the animals that live here?

Can I locate Africa on a world map? Can I compare the life of a Kenyan child?

## **Autumn 2**

Can I locate the USA on a world map? Can I identify some major landmarks using geographical vocabulary?

Can I locate South America on a world map? Can I identify some major landmarks using geographical vocabulary?

Can I find Antarctica on a world map? Can I explore what researchers do in Antarctica?

# KS1 Earth Explorers!

## **Stunning Start:**

Art from around the world!

## **Marvellous Middle:**

Food from around the world!

## **Fab Finish:**

Globe Trotters-  
Travel the world!

**Computing:** Using ICT to find things out from secondary sources and Internet Safety

**P.E.** Pacesetter Sport sessions and using 'Real PE' units from the Published Scheme

**Art and Design:** To use a range of materials creatively to produce art from different cultures. To use drawing, painting and sculpture to develop their creativity.

**RE:** "Celebrations and Special Times: How and why do Hindus celebrate Diwali?" and "Incarnation: Why does Christmas matter to Christians?"

## Numeracy

### Year 1:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less
- Read and write numbers from 1 to 20 in numerals and words

### Year 2:

- Count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backwards.
- Recognising the place value of each digit.
- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Add and subtract numbers using objects, pictorial representations and mentally.

Our Learning Behaviour:

### Collaboration

- To be able to work together in a small group.
- To share my ideas confidently.
- To listen to the other children in my group.

## Literacy (Year 1 and 2)

- **Setting description**-The Turtle and the Island and Thunder Cake.
- **Story Writing**-Meerkat Mail and Polar Express
- **Non-chronological reports**-about different Countries
- **Instruction Writing**-How to get ready for a holiday!
- **Letter Writing**-Pen pals
- **Stories from other cultures**-The Magic Paintbrush, Mama Panya's Pancakes, What Made Tiddalik Laugh and Possum Magic.
- **Diary**- A day in life as a Brazilian child.