



Wow Starter: Circle time to talk about the places we visited during our summer holiday

Final Event: Walking through the jungle celebration assembly

### EXPRESSIVE ARTS AND DESIGN

- KS1
- 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 work
- ad6 I can use line ,shape ,form and space in my work
- ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best
- KS1
- mu1 I can sing songs using my voice to show the meaning of the words and tune
- mu2 I can repeat chants and rhymes with expression
- mu3 I can use my voice in different ways
- mu4 I can play an untuned instrument in a piece of music
- mu5 I can play a tuned instrument in a piece if music
- mu6 I can sit and listen attentively to live music
- mu7 I can sit and listen attentively to recorded music
- mu8 I can concentrate when listening to music and describe what I think and how the music makes me feel
- mu9 I can explore sounds by changing and combining them to create the effect I want
- mu10 I understand loud/quiet, fast/slow and high/low

### UNDERSTANDING THE WORLD

- Location knowledge KS1
- ge3 I can find and name the four countries of the UK on a map
- ge4 I can find and name the capital cities of the UK on a map
- 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
- ge13 I know that it is very hot I places around the Equator and very cold around the Poles
- use basic geographical vocabulary to refer to: KS1
- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features
- Geographical skills and fieldwork KS1
- ge16 I can use maps and globes to identify places I am learning about
- ge18 I can describe the location of places near my home
- 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
- ge25 I have annotated my sketches to identify some of the human and physical features I saw

### LITERACY

- Reading - word reading KS1
- e1 apply phonic knowledge and skills as the route to decode words
- e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40-phonemes, including, where applicable, alternative sounds for graphemes
- e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- e12 being encouraged to link what they read or hear read to their own experiences
- e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e16 discussing word meanings, linking new meanings to those already known
- e19 checking that the text makes sense to them as they read and correcting inaccurate reading
- Reading - comprehension KS1
- e10 develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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



### MATHEMATICS AND COMPUTING

- Number - number and place value KS1
- 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

### PHYSICAL EDUCATION

- KS1
- pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- pe1.4 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 others' needs
- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

### PSED & RELIGIOUS EDUCATION

- O KS1
- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.

### COMMUNICATION AND LANGUAGE

- KS1
- 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 opinions
- sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl8 speak audibly and fluently with an increasing command of Standard English
- sl9 participate in discussions, presentations, performances, role play, improvisations and debates
- sl10 gain, maintain and monitor the interest of the listener(s)
- sl12 select and use appropriate registers for effective communication.



# Where we live and far away! - Stage Coverage

## UNDERSTANDING THE WORLD

### Location knowledge **KS1**

- **ge3** name and locate the four countries of the United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom

### Place knowledge **KS1**

- **ge7** understand the human and physical geography of a small area of the United Kingdom
- **ge8** understand the human and physical geography of a small area in a contrasting non-European country
- **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**

- **ge13** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### use basic geographical vocabulary to refer to: **KS1**

- **ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork

### Geographical skills and fieldwork **KS1**

- **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 stage
- **ge18** use locational language (e.g. near and far)
- **ge19** use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge23** devise a simple map
- **ge25** use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.

## MATHEMATICS AND COMPUTING

### Number - number and place value **KS1**

- **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

## PHYSICAL EDUCATION

### KS1

- **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
- **pe3** perform dances using simple movement patterns.

## EXPRESSIVE ARTS AND DESIGN

### KS1

- **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,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.

### KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu4** play untuned instruments musically
- **mu5** play tuned and untuned instruments musically
- **mu6** listen with concentration and understanding to a range of high-quality live music
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu8** listen with concentration and understanding to a range of music
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

## LITERACY

### Reading - word reading **KS1**

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

### Reading - comprehension **KS1**

- **e10** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **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
- **e12** being encouraged to link what they read or hear read to their own experiences
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading

## COMMUNICATION AND LANGUAGE

### KS1

- **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 opinions
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl12** select and use appropriate registers for effective communication.



Where we live and far away!