



Wow Starter: Display images and items from China to spark discussion.

Final Event: Taste Chinese food, and listen to traditional Chinese music.

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - **sc2** asking simple questions and recognising that they can be answered in different ways
 - **sc3** observing closely, using simple equipment
 - **sc4** performing simple tests
 - **sc5** identifying and classifying
 - **sc6** using their observations and ideas to suggest answers to questions
 - **sc7** gathering and recording data to help in answering questions.

Living things and their habitats KS1

- **sc20** explore and compare the differences between things that are living, dead, and things that have never been alive
- **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 other
- **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 of food.

Location knowledge KS1

- **ge1** I can find and name the world's seven continents on a map and globe
- **ge2** I can find and name the world's five oceans on a map and globe
- **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
- **ge5** I can find and name the seas surrounding the UK on a map
- **ge6** I can talk about some features of each country in the UK and its capital city

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

- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **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:

- **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
- **ge17** I understand the four basic compass directions and know that on a British map North is always at the top
- **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
- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- **ge21** I can identify features in my classroom and on the playground from a plan view
- **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
- **ge24** I can create symbols for the features on my map and create a key to explain what they represent
- **ge25** I have annotated my sketches to identify some of the human and physical features I saw

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

PHYSICAL EDUCATION

KS1

- **pe1** 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 safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **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
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

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

PSED Developing a healthy, safer lifestyle KS1

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.



EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my work

Design KS1

- **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
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

Make KS1

- **dm6** I can use scissors for cutting and shaping
- **dm7** I can join materials in a variety of ways
- **dm9** I can select the appropriate materials and tools for my design
- **dm10** I can create things using a variety of materials and components, including construction materials
- **dm13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **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

Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **dt19** I can tell you some ways to make structures stiffer or more stable
- **dt20** I have designed a product that uses a lever or slider

KS1

- **mu4** I can play an untuned instrument in a piece of music
- **mu5** I can play a tuned instrument in a piece of 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

MATHEMATICS AND COMPUTING

Geometry - properties of shapes KS1

- **m63** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Geometry - position and direction KS1

- **m68** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Geometry - properties of shapes KS1

- **m74** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

KS1

- **ca1** I know that an algorithm is an instruction in a computer program
- **ca2** I know that programs control digital toys

- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **ca4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program
- **co7** I can use a variety of technologies to create and save my work
- **ca8** I can manipulate text and pictures
- **ca9** I can find and retrieve my work or information that I need
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- **ca11** I know how to use equipment safely and respectfully
- **ca12** I understand what 'personal information' is and why it must be kept private
- **ca13** I know what to do if I am worried about anything when I am using the internet

COMMUNICATION AND LANGUAGE

KS1

- **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 opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **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)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

Let's Go To China - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **KS1**

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- **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 of food.

Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **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
- **ge5** name and locate the seas surrounding the UK
- **ge6** name and identify characteristics of the four countries and capital cities 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**

- **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

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
- **ge17** use simple compass directions (North, South, East and West)
- **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
- **ge20** use simple directional language (left and right) to describe the location of features and routes on a map
- **ge21** use plan perspectives to recognise landmarks
- **ge22** use aerial photographs to recognise basic human and physical features

MATHEMATICS AND COMPUTING

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- **m68** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Geometry - properties of shapes **KS1**

- **m74** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

KS1

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs
- **co7** use technology purposefully to create digital content
- **co8** use technology purposefully to organise, store and manipulate digital content
- **co9** use technology purposefully to retrieve digital content
- **co10** recognise common uses of information technology beyond school.
- **co11** use technology safely and respectfully
- **co12** keep personal information private
- **co13** know where to go for help and support when they have concerns about material on the internet

PHYSICAL EDUCATION

KS1

- **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

KS1

- **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
- **ad4** to use sculpture 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
- **dt2** design for themselves and other users based on design criteria
- **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
- **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
- **dt13** select from and use a wide range of materials and components according to their characteristics

Evaluate **KS1**

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

Technical knowledge **KS1**

- **dt18** build structures, exploring how they can be made stronger
- **dt19** build structures, exploring how they can be made stiffer and more stable
- **dt20** explore and use mechanisms, such as levers and sliders in their products.

KS1

- **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.

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
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- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
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PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens **KS1**

- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa15** Identify different choices they can make.
- **pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.
- **pa19** Begin to understand what harms their local, natural and built environments.
- **pa20** To realise that money comes from different sources and can be used for different purposes.

PSED Developing a healthy, safer lifestyle **KS1**

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.
- **ph11** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
- **ph12** Make sensible choices (food, games, television, money).

RE - Learning From Religion **KS1**

- **rf16** Reflect on and consider religious experiences such as praise and sadness.
- **rf17** Ask puzzling questions and communicate their responses.
- **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.
- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra16** Explore how religious ideas and beliefs can be expressed through the arts.
- **ra17** Communicate their responses to religious ideas and beliefs expressed through the arts.
- **ra18** Identify and suggest meanings for religious symbols and begin to use a range of religious words.

