



Wow Starter: Share what we know about Britain, any areas of Britain we have visited, and our own experiences of holidaying in the UK.

Final Event: Have a British party, celebrating all we have learnt, and eating some food from the 4 countries in the UK.

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to 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

- **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

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
- **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

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
- **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
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **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

- Understanding and coping with emotions
- Friendship
- Sameness and difference
- Citizenship

PSED Preparing to play an active role as citizens KS1

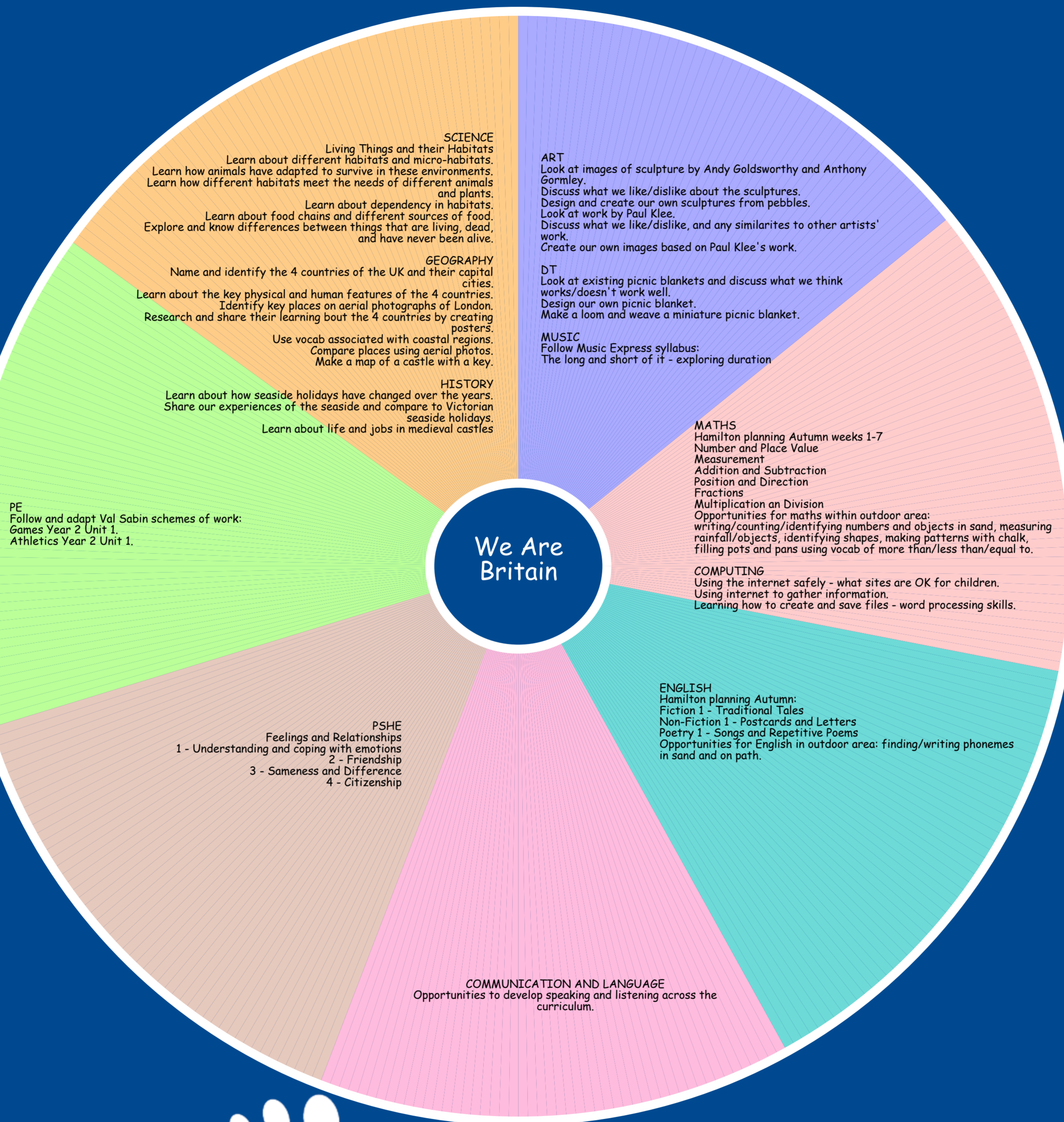
- **pa12** Listen and respond in group discussions.
- **pa13** Express own views with increasing confidence.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa17** Able to make 'I' statements instead of blaming others.
- **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.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- **pc21** Understand the difference between impulsive and thinking behaviour.
- **pc22** Share their opinions on things that matter to them.
- **pc23** Recognise, name and deal with their feelings in a positive way.
- **pc24** Reflect on and evaluate their own experiences to set simple goals.

PSED Developing good relationships and respecting the differences between people KS1

- **pr20** Recognise how their behaviour affects other people.
- **pr21** Identify and respect the differences and similarities between people.
- **pr22** Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- **pr23** Consider social and moral dilemmas that they come across every day.



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
- **ad6** I can use line, shape, form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own 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
- **dt3** I can draw and talk about what I am going to make

Make KS1

- **dt7** I can join materials in a variety of ways

- **dt9** I can select the appropriate materials and tools for my design
- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt11** I can create things from textiles
- **dt13** 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
- **dt17** I can talk about what worked well with my product and how it could be improved

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
- **mu7** I can sit and listen attentively to recorded music
- **mu9** I can explore sounds by changing and combining them to create the effect I want

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m36** read and write numbers to at least 100 in numerals and in words

Number - addition and subtraction KS1

- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m56** compare and order lengths, mass, volume/capacity and record the results using >, < and =
- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

- **m58** find different combinations of coins that equal the same amounts of money

KS1

- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** 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)
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet

LITERACY

Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Writing - transcription - Spelling KS1

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words

Writing - handwriting KS1

- **e95** form lower-case letters of the correct size relative to one another
- **e96** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e97** write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **e98** use spacing between words that reflects the size of the letters.

Writing - composition KS1

- **e100** writing narratives about personal experiences and those of others (real and fictional)
- **e101** writing about real events
- **e103** writing for different purposes
- **e104** consider what they are going to write before beginning by:
- **e105** planning or saying out loud what they are going to write about
- **e106** writing down ideas and/or key words, including new vocabulary

OUTDOOR LEARNING

Sand, pots, reading, construction, art easels, mud kitchen, rackets/hoops..
For specific Maths and English opportunities see appropriate sections.

Role play area - London Tourist Information. Resources to encourage imaginative and social play. Labels to encourage widening vocabulary. Use of social and emotional skills to play collaboratively with peers, and opportunities to use learning in context.

We Are Britain - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **KS1**

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to 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**

- **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

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
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge23** devise a simple map
- **ge24** use and construct basic symbols in a key

KS1

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi4** They should use a wide vocabulary of everyday historical terms.
- **hi5** They should ask and answer questions
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.

MATHEMATICS AND COMPUTING

Number - number and place value **KS1**

- **m36** read and write numbers to at least 100 in numerals and in words

Number - addition and subtraction **KS1**

- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Measurement **KS1**

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m56** compare and order lengths, mass, volume/capacity and record the results using >, < and =
- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money

KS1

- **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
- **pe1.2** master basic movements including throwing and catching
- **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,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt3** generate and communicate their ideas through talking and drawing templates

Make **KS1**

- **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
- **dt11** select from and use a wide range of materials and components, including textiles
- **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
- **dt17** evaluate their products against design criteria

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu9** experiment with, create, select and combine sounds

LITERACY

Reading - word reading **KS1**

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Writing - transcription - Spelling **KS1**

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e88** learning to spell common exception words

Writing - handwriting **KS1**

- **e95** form lower-case letters of the correct size relative to one another
- **e96** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e97** write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- **e98** use spacing between words that reflects the size of the letters.

Writing - composition **KS1**

- **e100** writing narratives about personal experiences and those of others (real and fictional)
- **e101** writing about real events
- **e103** writing for different purposes
- **e104** consider what they are going to write before beginning by:
- **e105** planning or saying out loud what they are going to write about
- **e106** writing down ideas and/or key words, including new vocabulary

COMMUNICATION AND LANGUAGE

KS1

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s16** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s110** gain, maintain and monitor the interest of the listener(s)
- **s111** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **s112** select and use appropriate registers for effective communication.

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.
- **pa14** Participate in a simple debate about school issues.
- **pa15** Identify different choices they can make.
- **pa16** Recognise the difference between right and wrong.
- **pa17** Able to make 'I' statements instead of blaming others.
- **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.

PSED Developing confidence and responsibility and making the most of their abilities **KS1**

- **pc21** Understand the difference between impulsive and thinking behaviour.
- **pc22** Share their opinions on things that matter to them.
- **pc23** Recognise, name and deal with their feelings in a positive way.
- **pc24** Reflect on and evaluate their own experiences to set simple goals.

PSED Developing good relationships and respecting the differences between people **KS1**

- **pr20** Recognise how their behaviour affects other people.
- **pr21** Identify and respect the differences and similarities between people.
- **pr22** Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- **pr23** Consider social and moral dilemmas that they come across every day.

