



Wow Starter: Listen to some didgeridoo music and discuss what we already know about Australia.

Final Event: Make Australian Lamingtons to take home.

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
- **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.

Animals, including humans KS1

- **sc10** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- **sc11** identify and name a variety of common animals that are carnivores, herbivores and omnivores
- **sc12** describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- **sc13** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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

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: 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
- **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

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)

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

PSED & RELIGIOUS EDUCATION

O KS1

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Understanding and coping with emotions
- Friendship
- Sameness and difference
- Citizenship
- Me and my special people
- Friends
- Feelings
- Making the most of my abilities

PSED Preparing to play an active role as citizens KS1

- **pa5** Continue to develop empathy for others.
- **pa6** Recognise what is right and wrong.
- **pa7** Agree and follow rules for their group and classroom.
- **pa8** Know how to apologise and make amends.
- **pa11** Contribute to the life of the class and school.

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

- **pc18** Take and share responsibility, for example, for their own behaviour.
- **pc19** Make classroom rules and follow them.
- **pc20** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

PSED Developing good relationships and respecting the differences between people KS1

- **pr15** Listen to other people, and play and work co-operatively.
- **pr16** Develop a caring attitude towards family, friends and each other.
- **pr17** Greet and talk with adults.
- **pr18** Develop positive relationships through work and play.
- **pr19** Be able to ask for help from an 'appropriate' adult.



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.
- **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
- **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

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **dt8** I can use simple finishing techniques to improve my product
- **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

- **dt12** I can create or follow simple recipes
- **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
- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **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

Cooking and nutrition KS1

- **dt22** I can describe the healthy food in the dishes I prepare
- **dt23** I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- **dt24** I can tell you where some of the food I eat comes from

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

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

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

LITERACY

Reading - word reading KS1

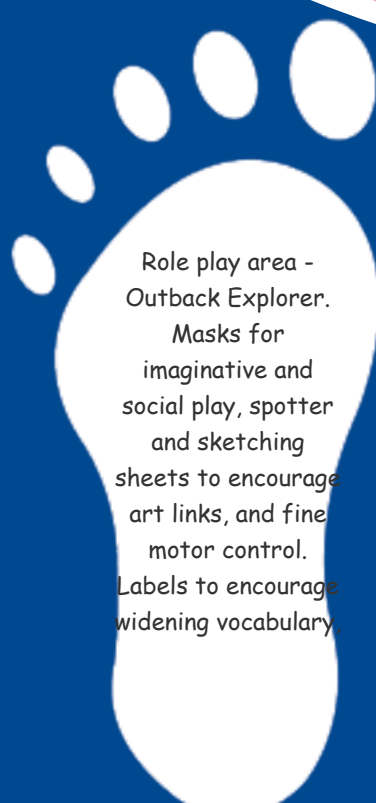
- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

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 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
- **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.



OUTDOOR LEARNING

Sandpit, water tray, pots, reading, construction, art easels, small world, dolls, rackets and balls, mud kitchen, chalk.

Opportunities for Literacy: mark-making/writing in sand/chalk/art easels.

Opportunities for Communication and Language: developing social skills through play, developing turn taking, talking with peers and adults, managing conflict, building vocabulary.

Opportunities for Maths: writing/counting/identifying numbers and objects in sand/chalk/art easels, measuring rainfall/objects, identifying shapes, making patterns with chalk/art easels, filling pots



Going Down Under - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Animals, including humans <i>KS1</i></p> <ul style="list-style-type: none">• sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals• sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores• sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)• sc13 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge1 name and locate the world's seven continents• ge2 name and locate the world's five oceans <p>Place knowledge <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>use basic geographical vocabulary to refer to: <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Geographical skills and fieldwork <i>KS1</i></p> <ul style="list-style-type: none">• 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• 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 <p><i>KS1</i></p> <ul style="list-style-type: none">• 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• hi6 They should choose and use parts of stories and other sources to show that they know and understand key features of events.• 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.	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <p><i>KS1</i></p> <ul style="list-style-type: none">• 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	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.1 master basic movements including jumping• pe1.2 master basic movements including throwing and catching• pe1.5 master basic movements and begin to apply these in a range of activities	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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• 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.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt3 generate and communicate their ideas through talking and drawing templates <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• 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• dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing• 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• dt12 select from and use a wide range of materials and components, including ingredients• dt13 select from and use a wide range of materials and components according to their characteristics <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt15 evaluate a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Cooking and nutrition <i>KS1</i></p> <ul style="list-style-type: none">• dt22 use the basic principles of a healthy diet to prepare dishes• dt23 use the basic principles of a varied diet to prepare dishes• dt24 understand where food comes from. <p><i>KS1</i></p> <ul style="list-style-type: none">• mu1 use their voices expressively by singing songs• mu2 use their voices expressively by speaking chants and rhymes• mu3 use their voices creatively	<p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• 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	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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 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• 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.	<p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa5 Continue to develop empathy for others.• pa6 Recognise what is right and wrong.• pa7 Agree and follow rules for their group and classroom.• pa8 Know how to apologise and make amends.• pa11 Contribute to the life of the class and school. <p>PSED Developing confidence and responsibility and making the most of their abilities <i>KS1</i></p> <ul style="list-style-type: none">• pc18 Take and share responsibility, for example, for their own behaviour.• pc19 Make classroom rules and follow them.• pc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. <p>PSED Developing good relationships and respecting the differences between people <i>KS1</i></p> <ul style="list-style-type: none">• pr15 Listen to other people, and play and work co-operatively.• pr16 Develop a caring attitude towards family, friends and each other.• pr17 Greet and talk with adults.• pr18 Develop positive relationships through work and play.• pr19 Be able to ask for help from an 'appropriate' adult.

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