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

Final Event: Make Australian Lamingtons to take home.



Teacher: rgodwin

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
- 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

Location knowledge KS1

body is associated with each sense.

• 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

• ae9 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

• 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

- · hil 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
- · 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
- · hi7 I can use sources of information to find out
- · hi8 I know the past is represented in different

PHYSICAL EDUCATION

• pe1 I can run safely, controlling my speed and

pe1.1 I can jump over obstacles safely and with control, and off apparatus knowing how to land

· 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

PSED & RELIGIOUS EDUCATION

- · 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

- 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. pall Contribute to the life of the class and

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'

Use maps, globes and atlases to identify the UK and Australia. Use maps to identify and name the 7 continents and 4 oceans. Locate equator and poles, and use the knowledge of climate in these

areas to explain UK and Australian climates.
Compare and contrast our locale with different areas of Australia. Compare different states in Australia, i.e. Queensland is more tropical than New South Wales. Identify and name physical and human features in the UK and

Lean about the lives of explorers James Cook and William Dampier. Explore how life was different in the 17th and 18th centuries, particularly relating to travel, transport and jobs. Explore what these men were famous for.

Explore, name and identify different parts of bodies, both human MUSIC and animal. Explore the senses, and investigate how we use them. Classify animals in different ways. Learn about what different animals eat.

PSHE

Friends

Feelings

Feelings and Relationships

Making the most of my abilities

British Values to be taught through PSHCE: Democracy and Individual Liberty

Me and my special people

PE Multiskills - Follow Harley Dowe scheme and Future Games scheme.

GEOGRAPHY ART

Using dot paintings to paint different animals in the style of Use pastels and collage to create Uluru sunrise/ sunsets silhouette.

Make our own rainsticks using different materials. Explore and decide which materials will be best and why.

Plan how we will make our rainstick, what will make the noise and how, how we will join the materials.

Decide how long to make it and how to fix it together.

Design and create a pattern to decorate our rainsticks, drawing on knowledge of aboriginal art.

Evaluate our own and others' products.

Make Australian lamingtons - discuss where different components of food come from and what makes a healthy diet, following a recine.

Going

Down

Under

Music Express syllabus: Ourselves - exploring sounds Number - beat

Follow Hamilton planning - Autumn weeks 1-6 Number and Place Value Money and Measures

Shape Addition and Subtraction

COMPUTING Basic computer skills: Using a mouse/trackpad. Switching on and shutting down. Using Apps and opening windows. Using folders and saving.

NGLISH
Follow Hamilton Autumn plans.
Fiction 1 - Stories with Familiar Settings
Lists and Signs Non-Fiction 1 - Labels, Lists and Signs Poetry 1 - Songs and Repetitive Poems

COMMUNICATION AND LANGUAGE Opportunities to develop speaking and listening across the

Role play area -Outback Explorer. Masks for imaginative and social play, spotter and sketching

sheets to encoura art links, and fine motor control. Labels to encoura widening vocabular

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



Interactive phonics

display - Name the

Alien.

• dt12 I can create or follow simple recipes

EXPRESSIVE ARTS AND DESIGN

· 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
- ad6 I can use line ,shape ,form and space in my
- · ad8 I can talk about different ways of creating work and which ways I have tried and which I liked
- · 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 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

- · 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

Cooking and nutrition KS1

product and how it could be improved

- · dt22 I can describe the healthy food in the dishes · 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

- · mul I can sing songs using my voice to show the meaning of the words and tune
- mu2 I can repeat chants and rhymes with
 - · 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
- · m2 count, read and write numbers to 100 in numerals: count in multiples of twos, fives and tens
- · 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
- · co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- coll 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

- · 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
- sl5 give well-structured descriptions, explanations and narratives for different purposes, including for

· sl4 articulate and justify answers, arguments and

- expressing feelings • sl6 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
- · sl9 participate in discussions, presentations, performances, role play, improvisations and debates · sl10 gain, maintain and monitor the interest of the
- · sl11 consider and evaluate different viewpoints, attending to and building on the contributions of
- sl12 select and use appropriate registers for effective communication.
 - AWARD

Going Down Under - Stage Coverage **COMMUNICATION AND LANGUAGE** MATHEMATICS AND COMPUTING **EXPRESSIVE ARTS AND DESIGN PSED & RELIGIOUS EDUCATION** UNDERSTANDING THE WORLD PHYSICAL EDUCATION LITERACY Working scientifically KS1 Reading - word reading KS1 PSED Preparing to play an active role as citizens Number - number and place value KS1 ad1 to use a range of materials creatively to design • e1 apply phonic knowledge and skills as the route • sl1 listen and respond appropriately to adults and sc2 asking simple questions and recognising that • m1 count to and across 100, forwards and • pe1 master basic movements including running they can be answered in different ways backwards, beginning with 0 or 1, or from any given pe1.1 master basic movements including jumping and make products to decode words their peers • pa5 Continue to develop empathy for others. sc3 observing closely, using simple equipment • pe1.2 master basic movements including throwing ad2 to use drawing to develop and share their • e2 respond speedily with the correct sound to sl2 ask relevant questions to extend their pa6 Recognise what is right and wrong. • m2 count, read and write numbers to 100 in graphemes (letters or groups of letters) for all 40+ • sc4 performing simple tests ideas, experiences and imagination understanding and knowledge pa7 Agree and follow rules for their group and numerals; count in multiples of twos, fives and tens pe1.5 master basic movements and begin to apply ad3 to use painting to develop and share their phonemes, including, where applicable, alternative sl3 use relevant strategies to build their vocabulary • sc5 identifying and classifying sl4 articulate and justify answers, arguments and • sc6 using their observations and ideas to suggest these in a range of activities ideas, experiences and imagination sounds for graphemes pa8 Know how to apologise and make amends. • pa11 Contribute to the life of the class and school. ad5 to develop a wide range of art and design answers to questions co7 use technology purposefully to create digital sc7 gathering and recording data to help in techniques in using colour, pattern, texture, • sl5 give well-structured descriptions, explanations and narratives for different purposes, including for **PSED Developing confidence and responsibility** ad6 to develop a wide range of art and design answering questions. and making the most of their abilities KS1 • co8 use technology purposefully to organise, store techniques in using line, shape, form and space expressing feelings Animals, including humans KS1 and manipulate digital content · ad8 about the differences and similarities between • sl6 maintain attention and participate actively in pc18 Take and share responsibility, for example, for • co9 use technology purposefully to retrieve digital different practices and disciplines, and making links collaborative conversations, staying on topic and their own behaviour. • sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and to their own work. pc19 Make classroom rules and follow them. initiating and responding to comments co10 recognise common uses of information ad9 about the work of a range of artists, craft si7 use spoken language to develop understanding pc20 Recognise what they like and dislike, what is sc11 identify and name a variety of common technology beyond school. makers and designers, making links to their own through speculating, hypothesising, imagining and fair and unfair, and what is right and wrong. work. animals that are carnivores, herbivores and co11 use technology safely and respectfully exploring ideas omnivores **PSED Developing good relationships and** • sl8 speak audibly and fluently with an increasing sc12 describe and compare the structure of a Design KS1 command of Standard English respecting the differences between people KS1 dt1 design purposeful, functional, appealing variety of common animals (fish, amphibians, sl9 participate in discussions, presentations, • pr15 Listen to other people, and play and work reptiles, birds and mammals, including pets) performances, role play, improvisations and debates co-operatively. • sl10 gain, maintain and monitor the interest of the • sc13 identify, name, draw and label the basic parts dt3 generate and communicate their ideas through pr16 Develop a caring attitude towards family, talking and drawing templates listener(s) friends and each other. of the human body and say which part of the body is sl11 consider and evaluate different viewpoints, associated with each sense. pr17 Greet and talk with adults. Make KS1 attending to and building on the contributions of pr18 Develop positive relationships through work Location knowledge KS1 dt6 select from and use a range of tools and • **ge1** name and locate the world's seven continents • sl12 select and use appropriate registers for • pr19 Be able to ask for help from an 'appropriate' equipment to perform practical tasks such as cutting ge2 name and locate the world's five oceans effective communication. and shaping dt7 select from and use a range of tools and equipment to perform practical tasks such as joining Place knowledge KS1 ge7 understand the human and physical geography • dt8 select from and use a range of tools and equipment to perform practical tasks such as of a small area of the United Kingdom finishing ge8 understand the human and physical geography of a small area in a contrasting non-European • 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 ge9 understand geographical similarities and differences through studying the human and physical and components including construction materials geography of a small area in a contrasting • dt12 select from and use a wide range of materials non-European country and components, including ingredients dt13 select from and use a wide range of materials Human and physical geography KS1 and components according to their characteristics • **ge12** identify the location of the Equator and the North and South Poles Evaluate KS1 dt14 explore a range of existing products ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and dt15 evaluate a range of existing products South Poles dt16 evaluate their ideas dt17 evaluate their products against design criteria use basic geographical vocabulary to refer to: Cooking and nutrition KS1 ge14 key physical features, including: beach, cliff, dt22 use the basic principles of a healthy diet to coast, forest, hill, mountain, sea, ocean, river, soil, dt23 use the basic principles of a varied diet to valley, vegetation, season and weather • ge15 key human features, including: city, town, prepare dishes · dt24 understand where food comes from. village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Geographical skills and fieldwork KS1 • mu1 use their voices expressively by singing songs • ge16 use world maps, atlases and globes to identify mu2 use their voices expressively by speaking the United Kingdom and its countries, as well as the chants and rhymes countries, continents and oceans studied at this key mu3 use their voices creatively 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 • ge22 use aerial photographs to recognise basic human and physical features • 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.

