

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.

Everyday materials KS1

· sc14 distinguish between an object and the material from which it is made

- · sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- sc16 describe the simple physical properties of a variety of everyday materials · sc17 compare and group together a variety of
- everyday materials on the basis of their simple physical properties.

Location knowledge KS1

· ge1 I can find and name the world's seven continents on a map and globe

• pe2 I can play simple team games showing

awareness of my team-mates and opponents and understanding the importance of the rules

· ge2 I can find and name the world's five oceans on a map and globe

· 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

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

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 · hi7 I can use sources of information to find out

about the past · hi8 I know the past is represented in different

• pe2.1 I can think of simple tactics to help attack

or defend in a team game

Use maps and pictures/videos to find out where the equator and e on our own maps. Discuss and use roleplay to consider whether these places are hot/cold.

Link equator to location of rainforests - Use maps to show locations. piscuss why we think rainforests grow near the equator. as about the weather in the rainforests and compare to y and name the layers of the rainforest by creating group posters.

se images and aftefacts to learn about Mayan civilisation- food, ruins, Chichen Itza. Create fact files to show our learning.

Everyday Materials Experiment with different ways to change an object's shape. Create an umbrella for a teddy by testing the properties of different materials. Sort and compare materials by their properties

Study paintings by Henri Rousseau - what do we like/dislike?
Draw our own simple version of Rousseau's paintings.
Use collage techniques to create a final version of the painting.
Use clay to sculpt a mini Chichen Itza - experimenting with clay tools and joining methods.

Use real fruits to explore where food comes from.
Taste different exotic fruits - which do we like/dislike/why?
Design a fruit kebab using exotic fruits they have tried.
Make and evaluate our fruit kebabs - did they match our design?
Did they taste nice?

Rainfores

†s!

MUSIC Follow Music Express syllabus -

COMPUTING
Use BeeBots to plan routes, and programme digital toys to follow

PE Games

PHYSICAL EDUCATION

PSED & RELIGIOUS EDUCATION

· 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 and suggest meanings for religious symbols.

· Begin to use a range of religious words.

· Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.

 Ask and respond imaginatively to puzzling questions, communicating their ideas. Identify what matters to them and others, including those with religious commitments, and communicate their responses.

Why Does Easter Matter to Christians? Learn the story of Easter through listening to the story, role Play a matching game/use freeze frames to show how different people felt during the different days of Holy Week?

Design and make an Easter card. Try a hot cross bun and discuss how it links to the story of Easter.

Healthy Lifestyles Use circle times to encourage discussion around naming body parts, identifying good/bad touching, how to keep ourselves clean and how

we change as we grow older. se role play to explore how to keep clean, and discuss which parts of our body we need to clean and how often. Ise pictures and drawings to explore how humans change as we play and discussion to explore how we learn new skills as we

British Value: Rule of Law stories with themes of right and wrong, fairness and play to explore what we think is fair/unfair and

lations such as school/home and the rules we explore why we have these rules through role play and drawing

Role play area -

Rainforest Explorer.

Masks for

imaginative and

play, toy rainforest

animals for small

world play, spotte

and sketching

sheets to encoura

art links, and fine

motor control.

Labels to encourage

videning 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

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.

Interactive phonics display - Name the Alien.

EXPRESSIVE ARTS AND DESIGN

• ad2 I can use drawing to share my ideas.

• ad4 I can use sculpture to share my ideas. • ad5 I can use colour, texture and pattern in my

• ad7 I can tell you about famous artists,

craft-makers and designers and who my favourite is and why I like his/her work

· 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 • 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

Make KS1

· dt9 I can select the appropriate materials and

tools for my design

• dt12 I can create or follow simple recipes · dt13 I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

· 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

· 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

MATHEMATICS AND COMPUTING

· co2 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

• co4 I can write a simple computer program • co5 I can find and correct a problem in my





Rainforests! - 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 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. **Everyday materials KS1** sc14 distinguish between an object and the material from which it is made • sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • sc16 describe the simple physical properties of a variety of everyday materials • sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties. Location knowledge KS1 • ge1 name and locate the world's seven continents • ge2 name and locate the world's five oceans • 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 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 • 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.

PHYSICAL EDUCATION **EXPRESSIVE ARTS AND DESIGN** MATHEMATICS AND COMPUTING KS1 KS1 • ad2 to use drawing to develop and share their co2 understand how algorithms are implemented as • pe2 participate in team games programs on digital devices • pe2.1 in team games, develop simple tactics for ideas, experiences and imagination • co3 understand that programs execute by following attacking and defending • ad4 to use sculpture to develop and share their precise and unambiguous instructions ideas, experiences and imagination • co4 create simple programs • ad5 to develop a wide range of art and design • co5 debug simple programs techniques in using colour, pattern, texture, • ad7 about the work of a range of artists, craft makers and designers. • 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 dt2 design for themselves and other users based on design criteria • dt3 generate and communicate their ideas through talking and drawing templates Make KS1 • dt9 select from and use a range of tools and equipment to perform practical tasks 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 Evaluate KS1 • dt16 evaluate their ideas dt17 evaluate their products against design criteria Cooking and nutrition KS1 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.

