Cycle A – Oceania and the Poles



'Ice or Fire?'



English:
The Great Explorer by Chris Judge (planning TES) [The Great Explorer KS1 English Unit | Teaching Resources (tes.com)](#) [The Great Explorer (READ ALOUD) by Chris Judge **Narrated by Scott Spalding ** (youtube.com)](#)
Spring 2- Poles Apart

Geography
Daily/seasonal weather patterns from the UK to Australia and Arctic/Antarctica
Name 7 continents and 5 oceans

History:
- Native people of Australia/Arctic- Aboriginals or Inuits

Art
- Line, shape, pattern, colour. Artist; self portrait in the style of Picasso
- sculpting (clay)

DT
Sandwich Snacks.
https://planbee.com/products/sandwich-snacks

'From Columbus to the Canopy'



English:
'Astro Girl'
There's a Rang-tan in my bedroom

History
- Roald Amundsen and Shackleton explorers- Poles
- Columbus to Europe
- Armstrong- to the moon

Geography
Rainforest- four layers, physical features

~~**Art**~~
- ~~Aboriginal art https://planbee.com/collections/art/products/australian-aboriginal-art~~
- ~~Australian artist- Pete Cromer~~
- ~~Rainforest art?~~

Science
Identifying Plants & Growing Plants (Y1 & Y2 Developing Experts)

D.T.

'To the land down under'



Text
'Cave Baby'
'Bog Baby'

Geography
- Landscape of Australia
- Physical & Human features and compare to the UK

Science
Living in Habitats (Y2 Developing Experts)

PE Complete PE
Ball skills- Feet (Y1)
Ball skills- rackets, bats & balls (Y1)

Computing **(Teach Computing)**
Digital painting
Digital photography

Art
- Aboriginal art https://planbee.com/collections/art/products/australian-aboriginal-art
- Australian artist- Pete Cromer

	Science Animals Including Humans Y2 (Developing Experts) **PE Complete PE** **Team Building (Y1)** **Ball Skills Hands 2 (Y2)** **Computing (Teach Computing)** Technology around us Information technology around us **RE** Christianity • **What does it mean to belong? Why is the Bible a special book for Christians?** • **Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches?**	Moving mechanisms- rainforest **PE Complete PE** **Gymnastics- Body Parts (Y1)** **Dance- The Zoo (Y1)** Computing **(Teach Computing)** Creating media- digital writing Creating media- digital music **RE** Free Choice Enquiry - the customs and beliefs of the Aboriginal people & Worldviews- How the world began • Aboriginal Beliefs • WorldViews	• Rainforest art? **RE** Islam • How and why are Muhammed and Allah important to Muslims? • How do Muslims express new beginnings?
National Curriculum Statements	**History** • significant historical events, people and places in their own locality. • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (transport of goods using canal system) **Geography**	**Geography** • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map **History**	**Geography** 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 -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

	• name and locate the world's 7 continents and 5 oceans • -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Science** • notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • identify that most living things live in habitats to which they are suited 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 **Computing** • Technology around us • Information technology around us	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong] **Science** **YEAR 1** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees **YEAR 2** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Computing** • Digital painting • Digital photography	**Science** • explore and compare the differences between things that are living, dead and things that have never been alive • describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats **Computing** • Moving a robot • Robot algorithms
	WORKING SCIENTIFICALLY		

	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions		
	Design & Technology • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from **Art** • to use drawing and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, patter, texture, line, form, shape and space • learn about the work of an artist (Picasso)	**Art** • to use a range of materials creatively to design and make products • to use drawing and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, patter, texture, line, form, shape and space • learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines and making links to their own work	**Design & Technology** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and where appropriate information and communication technology • select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and finishing • select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics • evaluate their ideas and products against design criteria • explore and use mechanisms e.g. levers, sliders, wheels and axles • build structures, exploring how they can be made stronger, stiffer and more stable
	WELLBEING/CITIZENSHIP/RELATIONSHIP, HEALTH and SEX EDUCATION/SMSC/PSHE- Jigsaw (Year A- Follow Y2; Year B- Follow Y1) Children will take part in daily class assemblies using the Jigsaw scheme of work which integrates personal, social, health and economic education with emphasis on wellbeing, mental health, social skills and cultural development.		

Throughout the curriculum, SMSC will be promoted and children will discuss the social, moral, spiritual and cultural similarities and differences between ourselves and those we are learning about.

In addition to this, we will continue to promote our Rivacre Dinosaurs and stand alone sessions on topics such as General Elections and topical/historical events.

BEING ME IN MY WORLD	DREAMS AND GOALS	RELATIONSHIPS
Hopes and fears for the year **Rights and responsibilities** **Rewards and consequences** **Safe and fair learning environment** **Valuing contributions** **Choices** **Recognising feelings**	**Achieving realistic goals** **Perseverance** **Learning strengths** **Learning with others** **Group co-operation** **Contributing to and sharing success**	**Different types of family** **Physical contact boundaries** **Friendship and conflict** **Secrets** **Trust and appreciation** **Expressing appreciation for special relationships**
CELEBRATING DIFFERENCES	**HEALTHY ME**	**CHANGING ME**
Assumptions and stereotypes about gender **Understanding bullying** **Standing up for self and others** **Making new friends** **Gender diversity** **Celebrating difference and remaining friends**	**Motivation** **Healthier choices** **Relaxation** **Healthy eating and nutrition** **Healthier snacks and sharing food**	**Life cycles in nature** **Growing from young to old Increasing independence** **Differences in female and male bodies (correct terminology)** **Assertiveness Preparing for transition**

RELIGIOUS EDUCATION:
Ongoing skills Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving.
Developing Attitudes Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

RELIGIOUS EDUCATION **From the Cheshire West and Chester Locally Agreed Syllabus** **Essential content for Christianity in KS1** Understand the Bible is a holy book (special) and explain why it might be important to Christians.	**RELIGIOUS EDUCATION** **From the Cheshire West and Chester Locally Agreed Syllabus** **Essential content for Free Choice Enquiry - Aboriginal customs and beliefs** The Aboriginal peoples themselves have their own stories about how they came to be. These stories are part of the Dreaming, or	**RELIGIOUS EDUCATION** **From the Cheshire West and Chester Locally Agreed Syllabus** **Essential content for Islam in KS1** Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God.

	Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. Explore what it means to Christians to belong to a church, e.g., Baptism (both adult and infant)	Dreamtime. The Dreaming is very important to the Aboriginal peoples. It is the basis for their history, their relationship with the land, and their laws. Dreaming stories explain the Aboriginal peoples' understanding of how the world and life was created by the ancestor spirits. The land continues to be protected by the ancestor spirits. **Essential content for Free Choice Enquiry- Comparing Worldviews** . Retell two stories that explain how the world was made. . Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) . Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)	Explain that the Qur'an is the holy book of Islam and say how it should be treated. Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads) Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.)
	PE **Pupils will be taught to:** ● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns.		
	COMPUTING (Following the National Centre for Computing Education) **Pupils will be taught to:** •understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions •create and debug simple programs •use logical reasoning to predict the behaviour of simple programs •use technology purposefully to create, organise, store, manipulate and retrieve digital content •recognise common uses of information technology beyond school •use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
	MUSIC **Pupils will be taught to:** ● use their voices expressively and creatively by singing songs and speaking chants and rhymes		

	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music