

## NATIONAL CURRICULUM CONTENT

## TEACHING & LEARNING OUTCOMES

## OTHER POINTS TO NOTE

### Out of Africa

To include:

- **Science:** Plants
- **Science:** Animals, Including Humans
- **Geography:** Compare UK to an African Country
- **Art & Design:** African Art and Artists
- **Design & Technology:** African Food
- **Music:** African Music and Drumming

### Possible Educational Visits:

- Local Parks/Woodlands
- Garden Centre
- Pet Shop/Veterinary Surgery
- Visit by Pet Owner, RSPCA or Veterinarian
- London Zoo
- Paradise Wildlife Park
- Woburn Safari Park
- British Museum (*African Galleries*)
- The Lion King – Lyceum Theatre
- African Drumming Workshop

- 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
- Plants**
- ✓ 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.

- Science**
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- Animals, including Humans**
- ✓ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
  - ✓ Identify and name a variety of common animals that are carnivores, herbivores and omnivores
  - ✓ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
  - ✓ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Geography**
- Locational knowledge**
- ✓ Name and locate the world's seven continents and five oceans
- Place knowledge**
- ✓ 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
- Human and physical geography**
- ✓ Use basic geographical vocabulary to refer to:
    - ⇒ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - ⇒ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork**
- ✓ 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
  - ✓ 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
  - ✓ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Art & Design**
- ✓ To use a range of materials creatively to design and make products
  - ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - ✓ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

- Explore how leaves change through the year; observing and noticing that some trees drop their leaves at certain points, whilst others keep their leaves all of the time.
- Recognise that plants flower at different times of the year, not just during the summer.
- Plant vegetable and fruit plants; observing the changes that take place as they grow.
- Examine common garden and wild plants and trees growing locally, learn their names and make simple comparisons.
- Recognise and label the different parts of a variety of plants, including trees.
- Classify a variety of familiar trees and plants, according to given, or their own, criteria.
- Recognise how the roots anchor the plant in the soil, and why they are needed.
- Compare plants that grow within the local environment to those which are more tropical or hardy which grow within African climates.
- Know a selection of African plants and how they are adapted to the environment in which they live.

- Identify the differences between a pet and a wild animal.
- Know the needs of a pet using a variety of sources, including pet experts (children in the class who own pets as well as visiting pet owners).
- Identify a wide variety of animals living on the Earth; comparing those that are found locally to those found in Africa.
- Observe animal life found locally, including birds that visit a feeding station and those that are nocturnal.
- Understand how animals and creatures are adapted to live in different environments.
- Observe and compare animals including fish, amphibians, reptiles, birds and mammals.
- Examine the structures of different types of animals; identifying and naming important body parts.
- Investigate how different animals move and communicate (using their own bodies).
- Know the diets of different animals; recognising and using the language carnivore, herbivore and omnivore.
- Identify and name the parts of a human body, and compare to other animals; identifying similarities and differences.
- Investigate and explore each sense (sight, sound, taste, smell and touch), associating them with different body parts.

- Know and locate the seven continents and five oceans of the World, in particular Europe (the United Kingdom) and Africa.
- Understand and explore the vocabulary of physical and human geography.
- Obtain information from globes, atlases, maps and aerial photographs; identifying different features.
- Explore the physical and human characteristics of the UK and Africa, for example, weather, vegetation, towns and landmarks.
- Recognise how different localities relate to each other, e.g. How would you travel to Africa from the UK? How long would it take?
- Investigate the similarities and differences of the UK and Africa.
- Use compass directions as well as locational and directional language when exploring different maps.

- Investigate a range of African art work, including tribal and religious; identifying similarities and differences between practices and disciplines.
- Know about the work and history of some African artists.
- Explore a wide range of art and design techniques and materials used by African artists.
- Recreate/create African style designs, for example, African tribal masks.

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: Our Changing World – Plants  
UNIT: Plant Detectives

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: Our Changing World – Animal Antics  
UNIT: Looking @ Animals  
UNIT: Human Body – Using Our Senses

**Artists:**

- Edward Said Tingatinga
- Tribal Artists

Design & Technology

### Cooking & Nutrition

- ✓ Use the basic principles of a healthy and varied diet to prepare dishes
- ✓ Understand where food comes from

- Recognise some of the ingredients associated with African cuisine, e.g. watermelon, plantain/banana, lentils, fish and meat.
- Identify the common ingredients (and food groups) found within a variety of African savoury dishes.
- Use appropriate vocabulary to describe dishes using sensory characteristics, e.g. taste, smell, touch and appearance.
- Prepare and cook a range of African dishes following simple recipes with support.
- Use appropriate cooking techniques; practising the rules of food hygiene.
- Know the ingredients predominantly produced in Africa.

### Resources:

- Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients.

*It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.*

Music

- ✓ 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

- Listen to a selection of African music.
- Understand how African music is created and what instruments are used in its creation.
- Create their own African music by selecting and combining instruments.
- Evaluate own and others work; identifying improvements.

### Musical Instruments:

- African Drums
- Percussion

## Eureka!

To include:

- **History:** Famous Inventors

Possible Educational Visits:

- Science Museum

History

- ✓ 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- Explore the inventions of a selection of prominent inventors, which could include Alexander Graham Bell (Telephone), John Logie Baird (Television), Tim Berners Lee (Internet), Karl Benz (Motor Car), and Thomas Edison (Light Bulb).
- Position a variety of different inventions onto a timeline.
- Understand how these inventors have impacted the World as well as contributed to national and international achievements.
- Conduct an in-depth study of one inventor, exploring the creation process and time taken (*link to Growth Mindset*).

Computing

- ✓ 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

- ✓ 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 – *Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*
- ✓ Recognise common uses of information technology beyond school

### Suggested Software:

- World Wide Web (www) – Search Engine
- CEOP – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- LGFL: E-Safety Framework
- LGFL London Mail
- 2Simple Software (& Purple Mash)

### Suggested Software:

- 2Simple Software (& Purple Mash): 2Go, 2Logo, 2DIY, 2Simulate
- Roamer World
- Purple Mash 2Code: Chimp Lessons, Debug Challenges Chimp
- J2Code [www.j2e.com/j2code](http://www.j2e.com/j2code)

### Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot
- Floor Mats/Grids – Character/Story Journey

### Suggested Software:

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics [www.purplemash.com](http://www.purplemash.com)
- LGFL 2Simple Talking Stories
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- BBC Dance Mat [www.bbc.co.uk](http://www.bbc.co.uk)

### Suggested Equipment:

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

PHSE

### Pupil should have the opportunity to learn:

- ✓ what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- ✓ to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- ✓ to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- ✓ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- ✓ about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- ✓ the importance of and how to maintain personal hygiene
- ✓ how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

### Pupil should have the opportunity to learn:

- ✓ to communicate their feelings to others, to recognise how others show feelings and how to respond
- ✓ to recognise how their behaviour affects other people
- ✓ the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- ✓ to recognise what is fair and unfair, kind and unkind, what is right and wrong
- ✓ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- ✓ to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- ✓ to offer constructive support and feedback to others
- ✓ to identify and respect the differences and similarities between people
- ✓ to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

### Pupil should have the opportunity to learn:

- ✓ how to contribute to the life of the classroom
- ✓ to help construct, and agree to follow, group and class rules and to understand how these rules help them
- ✓ that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- ✓ that they belong to various groups and communities such as family and School
- ✓ what improves and harms their local, natural and built environments and about some of the ways people look after them
- ✓ that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- ✓ about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Incorporate across all topics

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

- ✓ about the process of growing from young to old and how people’s needs change
  - ✓ about growing and changing and new opportunities and responsibilities that increasing independence may bring
  - ✓ the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
  - ✓ that household products, including medicines, can be harmful if not used properly
  - ✓ rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
  - ✓ about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
  - ✓ to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’
- ✓ to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
  - ✓ that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
  - ✓ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
  - ✓ that there are different types of teasing and bullying, that these are wrong and unacceptable
  - ✓ how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

**Also to cover:**

- **PE:** Ball Skills – Football/Rugby
- **PE:** Athletics
- **Religious Education (RE):** Symbols
- **Languages:** Spanish

**Possible Educational Visits:**

- Wembley Stadium
- Saracens Stadium
- Queen Elizabeth Olympic Park
- Local Place of Worship
- School Visit by a Local Religious Leader or Inspirational Person

<b>PE</b>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Participate in team games, developing simple tactics for attacking and defending</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li>✓ 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</li> </ul>	
<b>RE</b>	<ul style="list-style-type: none"> <li>• Understand why signs and words are special.</li> <li>• Identify the symbols that religions use; discussing the importance they hold for different faith communities.</li> <li>• Understand the use of symbols within stories and their meaning.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Religious stories/books.</li> <li>• Artefacts from a variety of religions.</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes.</li> <li>• Engage in conversations; ask and answer questions.</li> </ul>	<p><i>Although not statutory within KS1, opportunity to introduce basic vocabulary and concepts.</i></p>