	NATIONAL CURRICULUM CONTENT	TEACHING & LEARNING OUTCOMES	OTHER POINTS TO NOTE

The Great and Powerful Oz

To include:

- **Geography:** Compare UK to Australia
- **History:** Famous Explorers
- **Art & Design:** Aboriginal Art & Artists
- **Design & Technology:** Exploration Vehicles (Mechanisms)
- **Music:** Aboriginal Music (Vocal Sounds)
- **PE:** Dance – Aboriginal/Haka
- **Religious Education (RE):** Beliefs

Possible Educational Visits:

- Bay Gallery, West London
- British Museum, London – Australia Trail
- RAF Museum – Neil Armstrong Workshop
- Caboodle Workshop – Aboriginal Dot Painting
- Local Places of Worship
- School Visit by Family Member or Local Religious Leader

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

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

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]

- Examine a selection of famous explorers, for example, Captain Cook, Christopher Columbus, Wright Brothers and Neil Armstrong; positioning them onto a timeline.
- Explore the achievements of different explores; recognising why they are famous.
- Understand how these explorers have impacted the World as well as contributed to national and international achievements.
- Conduct an in-depth study of one explorer, i.e. Captain Cook; exploring his journey to and his discovery of Australia.
- Compare aspects of life during the life and times of Captain Cook.

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

- Investigate a range of Aboriginal art work, for example, indigenous art, rock painting, basket weaving and jewellery; identifying similarities and differences between practices and disciplines.
- Know about the work and history of some Aboriginal artists.
- Explore a wide range of art and design techniques and materials used by Aboriginal artists.
- Recreate/create Aboriginal style designs.

Artists:
- David Malangi (Bark Paintings)
- Michael Nelson Tjakammara
- Rover Thomas
- Mimi (Rock Paintings)

Design & Technology

Design
✓ 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

Make
✓ Select from and use a range of tools and equipment to perform practical tasks [for example, 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
✓ Explore and evaluate a range of existing products
✓ Evaluate their ideas and products against design criteria

Technical knowledge
✓ Build structures, exploring how they can be made stronger, stiffer and more stable
✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

- Investigate and evaluate a selection of vehicles that have been used for exploration, e.g. HMS Endeavour (Captain Cook), Santa Maria (Christopher Columbus), Apollo 11 (Neil Armstrong), and Wright Flyer III (The Wright Brothers).
- Explore the different materials used, the construction process as well as how they are operated.
- Identify similarities and differences, as well as any likes and dislikes.
- Know how these vehicles were specially created and adapted to suit their purpose.
- Develop and construct their own exploration vehicle, with one moving part, for a specific purpose e.g. to explore Mars.
- Apply what they have learnt through investigation to the design process in addition to using appropriate techniques, materials and tools.
- Explore the properties of materials; identifying how they can be made stronger as well as more stable.
- Investigate and use mechanisms within their designs, for example, levers, sliders, wheels and axels, wind up.
- Evaluate their vehicles, discussing and recording successes as well as areas for improvement.

Resources:
- Selection of Construction Supplies [e.g. Reclaimed Cardboard Boxes, Tick Card, Straws, Elastic Bands, String, Wood, Wooden Wheels, Dowel, Clear Plastic, Fabric, Paint]
- Tools [e.g. Scissors, Saw, Glue, Bench Hook, Goggles]

Music

✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
✓ 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 Aboriginal music and its distinctiveness.
- Understand how Aboriginal music is created and what instruments are used in its creation.
- Create their own Aboriginal music by selecting and combining their voices expressively and creatively.
- Evaluate their own and others work; identifying improvements.

PE

✓ Master basic movements including running, jumping, throwing and catching, as well developing balance, agility and co-ordination, and begin to apply these in a range of activities
✓ Perform dances using simple movement patterns

Record performances and evaluate.

RE	• Understand that we all have beliefs about the world and these shape how we think and behave. • Know that religious people have beliefs on many issues which affect their choices. • Identify issues facing the local environment and understand the importance of caring for the world. • *Compare the beliefs of different people, including aboriginal Australians.*

Resources:
• Religious stories/books.
• Artefacts from a variety of religions.

All Creatures Great and Small

To include:
• **Science:** Animals, including Humans

Possible Educational Visits:
• Doctor's Surgery / Pharmacy / Opticians / Dentist

Science

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

Animals, including Humans
✓ 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

• Recognise what is required for humans to stay safe and healthy.
• Know that animals, including humans, need food, water and air to survive.
• Investigate different types of food; sorting them into different categories and planning healthy meals.
• Explore what happens to the body and how it feels when involved in physical activity.
• Understand how and why it is important to keep clean.
• Identify the potential needs of a baby.
• Recognise the changes that occur from birth to childhood.
• Know the stages in human life and investigate questions about growing.

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

UNIT: Take Care
UNIT: Growing Up

Computing

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

✓ 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
• 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

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
• LGFL 2Simple Talking Stories
• Clicker 6
• Microsoft Office: Word, PowerPoint, Excel
• BBC Dance Mat 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
✓ 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

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
✓ 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

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

✓ 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'

✓ 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	✓ 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	
• **PE:** Ball Skills – Hockey/Lacrosse • **Languages:** Spanish	Languages		• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes. • Engage in conversations; ask and answer questions.	*Although not statutory within KS1, opportunity to introduce basic vocabulary and concepts.*