

'Australia' Autumn Term 1

<p><u>Subject: Science Animals</u></p> <p>EYFS</p> <p>UW - Children in Reception</p> <ul style="list-style-type: none"> Explore the natural world around them <p>UW - ELG</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations, and drawing pictures of animals and plants <p>Yr 1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Yr 2</p> <ul style="list-style-type: none"> 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) 	<p><u>Prior learning:</u></p> <p>EYFS</p> <p>UW - ELG</p> <p>Explore the natural world around them, making observations, and drawing pictures of animals and plants</p> <p>KS1</p> <p>Plants (Year A Term 1 & 2)</p> <p>Humans (Year A Term 3 & 4)</p> <p>Working Scientifically/Forces & Movement (Year A Term 5)</p> <p>Materials (Year A Term 6)</p>	<p><u>Next steps learning:</u></p> <p>KS1</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for 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 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 <p>KS2</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> To identify and name a variety of common animals To identify and name some common mammals, To recognise the features of mammals To identify and name some common birds, To recognise the features of birds To identify and name some common fish, To recognise the features of fish To identify and name some common amphibians, To recognise the features of amphibians To identify and name some common reptiles, To recognise the features of reptiles To describe and compare the structure of a variety of common animals To describe the basic needs of animals for survival 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions Recognise questions can be answered in different ways Observe closely Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help answer questions 	
<p><u>Cross curricular links:</u></p> <p>Geography- explore animals in different countries and find information out about which animal group they belong to.</p>		
<p>Theme Overview: In this unit of work children will become familiar with common names of some fish, amphibians, reptiles, birds and mammals. Pupils work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them. They will group animals according to what they eat, where they live, how they move.</p>		
<p>By the end of this unit all children will be able to</p> <ul style="list-style-type: none"> Name some animals Group animals 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals. Give features of some animal groups 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Identify animal offspring Explain what animals need to survive

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<p><u>Subject: Science</u> Seasonal Changes EYFS UW - Children in Reception</p> <ul style="list-style-type: none"> Explore the natural world around them. Understand the effect of changing seasons on the natural world around them <p>UW - ELG</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Key Stage One</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varied 	<p><u>Prior learning:</u> EYFS UW - ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>KS1 Plants (Year A Term 1 & 2) Humans (Year A Term 3 & 4) Working Scientifically/Forces & Movement (Year A Term 5) Materials (Year A Term 6)</p>	<p><u>Next steps learning:</u> KS2 Light (Lower KS2)</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change <p>Earth & Space</p> <ul style="list-style-type: none"> Describe the movement of the earth and other planets, relative to the sun in the solar system Describe the movement of the moon relative to the earth Describe the sun, earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> To find out about different seasons and how to describe them. To find out about the seasons and how they are different. To find out about how animals are affected by the seasons. To find out about how humans are affected by the seasons. To find out how day length is affected by the seasons. To investigate the weather during the seasons. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions Recognise questions can be answered in different ways Observe closely Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help answer questions 	
	<p><u>Cross curricular links:</u> DT - seasonality of food (Term 5) Maths - Yr 2 Statistics</p>	
<p>Theme Overview: children will explore how weather and day length affect animals and humans. They will also be encouraged to use their own experiences and the information provided to come to conclusions about how living things adapt to seasonal changes.</p>		
<p>Enquiry Focus: Weather investigation</p>		
<p>By the end of this unit all children will be able to</p> <ul style="list-style-type: none"> Name the seasons Give examples of clothes/weather associated with each season 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Give examples how animals are affected by the seasons Give examples of how humans are affected by the seasons Say that the length of a day varies depending on the season Create a pictogram 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain about seasonality of foods Give reasons for varying day lengths Draw own pictograms Use tally charts and pictograms to answer questions

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<p>Subject: <u>Geography</u> Australia EYFS UW - Children in Reception Draw information from a simple map Recognise similarities and differences between life in this country and life in other countries Recognise some environments that are different to the knees in which they live UW - ELG Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories,, non-fiction texts and maps Key Stage 1 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 use simple compass directions</p>	<p><u>Prior learning:</u> Early Learning Goals Key Stage One South America (Year A Term 1) UK/London (Year A Term 3) Italy (physical & human features) (Year A Term 4)</p>	<p><u>Next steps learning:</u> Key Stage Two understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To explore Australia and where it is in the world 2. To be able to use a compass and explore what north, south, east and west are. 3. To explore Australia's climate and weather. 4. To explore what Christmas is like in Australia compared to the UK. 5. To explore the physical features and landscapes of Australia. 6. To investigate Australia's unusual animals. 7. To explore Australia's culture and lifestyle. 	<p><u>Cross curricular links</u> Science - seasons Science - Animals Art - Aboriginal Art</p>	
<p><u>Theme Overview</u> Welcome to Australia, the land down under! Children will explore the geography of Australia, its famous features and culture. Children will discover how Australia's states and territories piece together to make-up the vast continent and will be able to visualise and describe the many varied landscapes. Children will use maps and symbols to improve their mapping skills and find out where Australia's animals live and what they eat. They will go on to explore the culture and lifestyle of some typical Australian children and make comparisons between Australia and the United Kingdom</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> • Locate Australia on a world map • Explain that Australia is a long way away from the UK • Identify some Australian weather • Name some Australian animals 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Name some of the territories/states in Australia • Understand that the weather is different in different places as the country is so large • Identify some features of Australian Animals • Describe physical features of Australia • Use compass directions to describe locations on maps • Recognise some similarities and differences in ways of life in Australia and the UK 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use compass directions to describe routes on a map • Explain why Australia has unique animals • Understand the reason for differences in lifestyle and cultures in the Australia and the UK

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<p>Subject: Art & Design Mark Making & Australian Art</p> <ul style="list-style-type: none"> 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, pattern, texture, line, shape, form and space 	<p>Prior learning:</p> <p>EYFS</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share creations, explaining the process they have used <p>KS1</p> <ul style="list-style-type: none"> Collage skills/Beatriz Milhaze & Frida Kahlo - (Year A Term 1) Portraits (Year A Term 3) Giuseppe Arcimboldo (Year A Term 4) Landscapes & Cityscapes (Monet/Van Gogh/Metzinger) (Year A Term 5) Painting/Colour (Year A Term 6) 	<p>Next steps learning:</p> <p>KS2</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials About great artists, architects and designers in history
<p>Small steps:</p> <ol style="list-style-type: none"> To explore ways of drawing lines when joining one point to another. To create patterns using repetition. To understand and experiment painting with a paintbrush. To experiment with a variety of mark making and materials. To imitate and create art in the style of Paul Klee <ol style="list-style-type: none"> To create pictures using the Australian Aboriginal style of cross-hatching. To incorporate Australian Aboriginal symbols into pictures. To create artwork using the x-ray or naturalistic style of Indigenous Australian art. To create paintings using the Indigenous Australian dot style. To use a variety of techniques and skills to create and decorate boomerangs. To use a variety of techniques and skills to create rainsticks. 	<p>Cross curricular links: Geography - Australia</p>	
<p>Theme Overview</p> <p>Children will learn and practise simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Children will go on to learn about the famous artist Paul Klee, imitating his techniques to create their own piece of art, before moving on to explore the world of Indigenous Australian art! Children will develop their art skills while learning about a range of different Indigenous Australian painting techniques and styles, including dot painting and cross-hatching. They can then use these techniques to decorate a variety of Indigenous Australian artefacts, such as boomerangs and rainsticks.</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> Hold a pencil effectively to make marks Use dots Use cross hatching Create a boomerang Create a rain stick 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Hold a pencil correctly to make marks Use symbols Explore different cross hatching/mark making Think about the colours used in dot painting 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain techniques used Give reasons for choice of technique/colour used Comment on own and others work

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<p><u>Subject: Computing</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Prior learning:</u></p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> - Exploration of technology in provision <p><u>KS1</u></p> <ul style="list-style-type: none"> - Computer systems (Year A term 1) - Data & information (Year A term 2) - Digital Photography (Year A Term 3) - Word processing (Year A Term 4) - Programming Beebots (Year A Term 5) - Programming ScratchJr (Year A Term 6) 	<p><u>Next steps learning:</u></p> <p><u>KS2</u></p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> 1. To recognise the uses and features of information technology 2. To identify the uses of information technology in the school 3. To identify information technology beyond school 4. To explain how information technology helps us 5. To explain how to use information technology safely 6. To recognise that choices are made when using information technology 		<p><u>Cross curricular links:</u></p> <p>PSHE - Online/Digital safety</p>

Theme Overview

This unit develops children's understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of information technology. It will also build on children's understanding of using technology safely and responsibly.

By the end of this unit all children will be able to:

- Recognise some uses of information technology
- Understand that there are rules to keep us safe when using information technology

Most children will be able to:

- Recognise features and use of information technology in school and outside of school
- Share rules for keeping safe using information technology
- Understand that technology can help us

Some children will be able to:

- Explain how technology can help us

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<p>Subject: Music Kapow Music Yr 1 - Classical Music, dynamics & tempo - Animals</p> <p>EYFS Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups</p> <p>KS1 Experiment with, create, select and combine sounds using the inter-related dimensions of music' Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically'</p>	<p>Prior learning: <u>ELG</u> Sing a range of well known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and (when appropriate) to try to move in time with music</p> <p><u>KS1</u> Term 1 - Your imagination - beat/pitch (Year A Term 1) Term 2 - Ho Ho Ho - using voices in different ways (Year A Term 2) Term 3 - Hands, Feet, Heart - Pitch (Year A Term 3) Term 4 - In the groove - Music for storytelling (Year A Term 4) Term 5 - Friendship Songs - dynamics/notation (Year A Term 5) Term 6 - Round Round - Consolidation (Year A Term 6)</p>	<p>Next steps learning: <u>KS2</u></p> <ul style="list-style-type: none"> - Play and perform in solos and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of history of music
<p>Small steps:</p> <ol style="list-style-type: none"> 1. To use percussion and my body expressively in response to music 2. To sing a song in sections 3. To perform a song 4. To use instruments to create different sounds 5. To create and choose sounds 	<p>Cross curricular links: Science - Animals</p>	

<p>Theme Overview Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>		
<p>By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> - Use percussion instruments - Use bodies to make sounds - Sing a song 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> - Respond expressively to music - Sing a song tunelessly and confidently - Perform a song - Use instruments to make a range of sounds - Compose music for an animal 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> - Define tempo and dynamics - Make comments on own and other's performances - Give reasons for choice of instruments

<p>Subject: PSHE</p>	<p>Prior learning:</p>	<p>Next steps learning:</p>
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<p>EYFS PSED - Know about the different factors that support their overall health and well-being: sensible amounts of 'screen time'</p> <p>KS1 L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>KS1 Term 1 - Staying Safe H.8, H.28, H.29, H.30, H.31, H.32, H.33, H.35, H.36, R.13, R.14, R.15, R.16, R.18, R.19, R.20 Term 2 - Digital Wellbeing H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 Term 3 - Be Yourself H12, H13, H14 H15, H16, H18, H19, H20, H21, H22, H23, R25 Term 4 - One World R2, R3, R4, L1, L2, L3, L6 Term 5 - TEAM - R1 R2 R7 R9 R10 R11 R12 R21 R22 R23 R24 H23 L4 L14 Term 6 - Aiming High - H20, H21, H23, H24, L14, L15, L16, L17, R23, R25,</p>	<p>KS2 H37, H41, H42, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R30, L11, L12, L13, L14, L15, L16</p>
<p>Small steps:</p> <ol style="list-style-type: none"> To talk about ways in which the Internet is useful. To know how to balance screen time with other activities and understand why this is important. To know how to stay safe online To explain why we keep personal information private To know how to communicate online in ways that show respect and kindness. To understand that not everything on the Internet is true. 	<p>Cross curricular links: Computing</p>	

Theme Overview

This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.

<p>End Point By the end of this unit all children will be able to:</p> <ul style="list-style-type: none"> Identify ways to use the internet; Talk about different activities they like to do both online and offline Discuss some of the risks that re present when we go online Explain how to get help if anything online frightens them; Give examples of personal information and understand that we keep it private; Talk about ways people communicate online and explain what to do if something they see worries them; Understand that not everything we see on the internet is true 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Talk about what we use the internet for and how it helps;; Discuss some effects of too much screen time; Tell other people about internet safety rules. Explain how to keep personal information private online; Understand that people may behave differently online and explain what to do if something worries them; Discuss examples of false information they may see online. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Understand the importance of using the internet safely and responsibly; explain how a range of activities can help create a healthy balance for their body and mind; explain how Internet-safety rules keep us safe online; Discuss why we need to keep personal information private online; talk about how to communicate online in a kind and respectful way; Suggest ways to find out if something they see online is true or false.
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Subject: RE

Prior learning:

Next steps learning:

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<p>EYFS</p> <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) Demonstrate strength, balance and coordination when playing. (PD: ELG) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) <p>KS1</p> <p>To master basic movements including running, jumping, throwing & catching</p>	<p>Key Stage One</p> <ul style="list-style-type: none"> Ball Skills (Year A Term 1) Team Games/Dance (Year A Term 2) Team Games/Dance (Year A Term 3) Gymnastic/Movement skills /Net/Wall games (Year A Term 4) Multi - Skills Running/Jumping (Year A Term 5) Multi- Skills Throwing (Year A Term 6) 	<p>KS1</p> <ul style="list-style-type: none"> Invasion games (Term 2/3) Striking/Fielding (Term 5) Multi-skills (running/jumping/throwing) (Term 6) <p>KS2</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
<p>Small steps:</p> <ol style="list-style-type: none"> To develop the ability to control a ball in a range of ways To learn how to track and receive a ball To throw underarm To develop the ability to throw accurately at a target To use throwing skills in a small sided game To catch an object by myself To throw and catch an object with a partner To bounce a ball on the spot To throw, catch and bounce an object To develop the ability to catch and bounce a ball To develop the ability to kick a ball 		
<p>Theme Overview: Children will explore basic ball handling skills. They will learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. Children will progress from simple rolling to underarm throwing and two handed catching. They will also develop tracking and receiving skills, which are essential skills for playing ball games. The children will also gain experience of playing some simple team games, following rules, competing and supporting each other to win.</p>		
<p>By the end of this unit all children will be able to</p> <ul style="list-style-type: none"> Roll a ball forward with some success Stop a ball rolled over a short distance using two hands Throw a beanbag underarm Use an underarm throw to throw a beanbag over a short distance Use two hands when attempting to catch a beanbag or large ball Sometimes successfully catch using two hands Sometimes use techniques to help them with catching Using two hands, sometimes catch a beanbag or ball that someone has thrown Sometimes throw an object accurately to someone that they can catch it Use two hands to bounce a large ball on the floor Use two hands to sometimes catch a large ball as it bounces off the floor 	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Roll a ball to a partner with some control Track and stop a ball rolled over a medium distance, with success Throw an object underarm using the correct technique Use an underarm throw to throw an object over a medium distance towards a certain direction Use two hands when catching a beanbag or large ball Be successful usually at catching using two hands Usually use techniques to help them with catching Using two hands, usually catch a beanbag or ball that someone has thrown Catch an object and usually throw it accurately onto someone else so that they can catch it Use two hands to bounce a ball on the floor or at a target on the floor Use two hands to usually catch a ball as it bounces off the floor 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Roll a ball over a long distance with control Rack a rolled ball and get into the correct position to stop it with good success Throw an object underarm with control using the correct technique Use an underarm throw to throw an object over a long distance, aiming in a certain direction Use two hands to catch a beanbag, large or small ball Often successfully catch using two hands Often use techniques to help them catching Using either one or two hands, often catch a ball that someone has thrown Catch an object and quickly throw it on to someone else, often throwing it accurately so that they can catch it Use one or two hands to bounce a ball on the floor or at a target on the floor Using either one or two hands, often catch a ball as it bounces off the floor