

# Around the World in 80 days

Year 1 Spring 2



## Geography:

- Name and locate the world's seven continents and five oceans.
- Know how to use an atlas, globe and world maps to locate continents and countries within continents.
- Use digital and online mapping.
- Recognise key places and landmarks in the different continents
- Compare and contrast different places around the world, e.g. different habitats, and hot and cold places.
- Distinguish between physical and human (man-made) features.
- Describe places using geographical vocabulary
- Express our own views about a place.
- Begin to understand how humans impact on our planet and the importance of looking after our world.

## History:

- Place significant events or individuals (the invention of flying and pioneering early aviators) on a time line.
- Understand the impact of the invention of flight and the achievements of early aviators like Amelia Earhart and explain why they were important.

## Science:

- Identify the four seasons.
- Describe characteristics of local weather patterns during the different seasons.
- Recognise the importance of the sun as a source of light and warmth.
- Understand daily weather changes.
- Make the connection that animals, (like all living things) need food, water and space to live and grow.
- Recognise that animals obtain food from eating plants or other living things.
- Understand that offspring are very much (but not exactly) like their parents.
- Identify the importance of conservation e.g some natural resources are limited.
- Recognise practical measures for conserving energy and resources and understand that some materials can be recycled.
- Become aware that pollution can be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.

## English:

### Reading:

- Apply phonics knowledge and skills to decode words
- Read some common exception words
- Increase familiarity with a range of books, including information texts.
- Discuss understanding of books, answering and asking questions
- Discuss the sequence of events in books
- Predict what might happen on the basis of what has been read
- Draw inferences on the basis of what is being said and done
- Express views and opinions about reading.

### Writing:

- Draft and write by noting key ideas, composing and rehearsing sentences orally
- Sequence sentences to form short narratives
- In narrative create settings, characters and plot
- Use sentences in different forms.
- Write for different purposes including fictional narratives, poetry and non-fiction.
- Expand noun phrases to describe.
- Re-read writing to check it makes sense and make simple revisions
- Read writing aloud with appropriate intonation.

## Mathematics:

### Number and Operations:

- Read, write and begin to interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs.
- Subtract one-digit and two-digit numbers to 20, including zero and solve problems involving these calculations.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Recognise, find and begin to name a half as one of two equal parts of shape and recognise, find and name a quarter as one of four equal parts of shape.

### Shape and measure:

- Measure and begin to record capacity and volume [e.g., full/empty, more than, less than, half, half full, quarter]
- Recognise and identify the value of different denominations of coins and notes.
- Recognise and name common 2-D shapes and 3-D shapes, including pyramids and spheres.
- Describe and follow instructions using the language of position, directions and movements, including half, quarter and three quarter turns.

## Art:

- To develop their skills and techniques using colour, pattern, texture, line, shape, space and form.
- Learn about the work of different artists, describing differences and similarities and making links to their own work.

### Artists and illustrators studied include:

Henri Rousseau: Surprised! 1891

Tingatinga style art (painting style developed in East Africa)

## DT:

- Design and make an animal puppet with moving parts.
- Develop practical skills – cutting, joining, finishing.
- Explore and use mechanisms to create movement.

## Computing: Digital Writing

- To identify and find keys on a keyboard.
- Use the letter, number and space keys to enter text (including capital letters) and use the backspace key to remove text.
- Identify the tool bar and use bold, italic and underline.
- Understand how to select words, e.g. to change the font.
- Choose tools to make changes to text and explain how they did this.
- Explain the differences between writing and typing and decide which they prefer and why.

## Music:

- Use their voice expressively and creatively in songs, chants and rhymes
- Play untuned instruments, thinking about pulse and rhythm
- Listen to a range of music, and express views about what they are listening to.
- Experiment with, create, select and combine sounds to compose simple piece of music.
- Begin to use simple annotations to represent music.
- Learn and perform simple songs and musical pieces, using both voice and untuned instruments.
- Make instruments and use to perform simple percussion piece that they have composed.



## PE: Creative Cog

- Explore and describe different movements
- Balance with a partner
- Develop coordination and ball control skills

### Gym: Flight and rotation

- Explore and describe different movements
- Compare different movements and skills.
- Select and link different movements together to fit a theme



## RE:

### Islam: Who is Allah and how do Muslims worship him?

- To understand that Allah has ninety-nine beautiful names that reflect aspects of his character.
- To understand how worship of Allah is central to Muslim families and how they live their lives.

### Christianity: What do eggs have to do with Easter?

- To know that new life is an important theme of Easter celebrations.
- To understand that symbols are used to represent key aspects of Easter.
- To know key parts of the Easter story, and that Christians celebrate this on Good Friday and Easter Day.

## PSHE: Living in the Wider World

### Belonging to a community

- Understand how we care for people, animals and other living things in different ways
- Understand how they can look after the environment, e.g. recycling

### Media literacy and digital resilience

- Understand how and why people use the internet
- Understand the benefits of using the internet and digital devices
- Understand how people find things out and communicate safely with others online