

TOPIC	Explorers		Driver subject(s)	Geography
Values (s)	Responsibility			
Learning Links	<p>Past – Which animals have I seen that may have originated from hot places like the rainforest/jungle and cold places like Lapland?</p> <p>Present – What are the hot places - rainforests/jungles and cold places -Lapland like now?</p> <p>Future – What will happen if we don't look after the environment? How will this impact the animals and plants within the hot and cold environments?</p>	<p>Global Themes</p> <p>EDI</p>	<p>Environment – How is the environment changing? How is this affecting our wildlife and our world?</p> <p>Citizenship: Mutual Respect Tolerance of those of different faiths and beliefs</p>	
Opening Wow /Immersive classroom	Visiting the Immersive classroom – jungle/Lapland Making large animals as groups to display in our classrooms/areas.		End of topic showcase (Sharing with parents)	Send home story map to showcase the story. Come and See – showcase learning.
Trips/Visitors	Any experts linked with the different animal classes? Outdoor learning to look at the seasons.			
What do the children want to learn?				
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing/PE)	Science	RE/PSHE/RSE
Walking through the jungle Fiction Journey Tale	<p><u>Knowledge</u> I know which clothes I would wear in hot and cold places.</p> <p>I know the location of hot and cold areas in the world based on the equator and the north and south poles</p> <p>I know how the weather is different around the world.</p>	<p><u>Computing – Animated Stories</u></p> <ul style="list-style-type: none"> add sound, pictures and text to a program such as 2Create a Story. name my work. save my work. find my work. change content on a file such as text, sound and images. <p><u>DT (Food Technology) Knowledge</u> I know how to use pictures and words to make a simple plan before making</p>	<p><u>The Animal Kingdom (Animals including humans)</u></p> <p>Know the basic animal classes (humans).</p> <p>Name the main body parts that characterise of different animal classes (mammal focus).</p> <p>Describe the diet of some of</p>	<p><u>RE SACRE</u> Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? Knowledge: Know and be able to retell the Christian Christmas Story. Understand why the birth of Jesus influenced others to bring him meaningful gifts. Skills:</p>

	<p>I can identify seasonal weather patterns in the United Kingdom</p> <p>I know about some of the main things that are in hot and cold places</p> <p>I can compare a jungle to a cold place (Lapland.)</p> <p>I know how the weather changes throughout the year and name the season in the United Kingdom</p> <p>Skills</p> <p>Use locational and directional vocabulary to describe locations on maps such as north, east, south and west.</p>	<p>I can begin to use hand tools and kitchen equipment safely and appropriately.</p> <p>I can learn to follow simple hygiene procedures.</p> <p>I can talk about pre-existing products, saying what is good or bad about them.</p> <p>I can begin explain where some foods in the world originate from.</p> <p>I understand that all food comes from plants or animals.</p> <p>I can name and sort foods into groups.</p> <p>I understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Skills</p> <p>I can design appealing products for a particular user based on simple design criteria.</p> <p>I can think of my own ideas to make something.</p> <p>With support, I can follow a simple plan or recipe.</p> <p>I can begin to select hand tools and equipment, such as scissors, graters and safe knives.</p> <p>I can use simple materials and components, including textiles and food ingredients.</p> <p>With help, I can measure and mark out materials and ingredients.</p> <p>With help, I can cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups.</p> <p>I can explore what materials/ingredients products are made from.</p> <p>I can begin to use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>With support, I can use simple utensils and equipment to cut, squeeze and grate safely.</p> <p>MUSIC</p> <p>Rhythm in the way we walk & The Banana Rap.</p> <p>Pulse, rhythm and pitch rapping, dancing and singing.</p> <p>PE</p> <p>Knowledge:</p> <p>I understand that a dance has a start, middle and end</p> <p>I know how to explore space within my dances and movements</p> <p>Skills:</p> <p>Simplistically use concepts such as unison and mirroring in dance, copying examples</p>	<p>the common British animals they have been studying (humans/carnivores, omnivores and herbivores).</p> <p>Sort and group different kinds of animals.</p> <p>Compare the diet of these animals with the human diet.</p> <p>Use a number of sources to find out about a common animal.</p> <p>Make notes in order to include relevant key facts in a report about an animal</p>	<p>Show critical awareness of how religious stories may influence Christian behaviour. Reflect upon and evaluate gifts we as individuals would give to Jesus now.</p> <p>British Values:</p> <p>Mutual Respect</p> <p>PSHCE – Covered through RSE Objectives</p> <p>RSE Knowledge:</p> <p>What am I good at and what is special about me?</p> <p>How can I stand up for myself?</p> <p>Can I name some different feelings?</p> <p>Can I describe situations in which I might feel happy, sad, cross etc?</p> <p>How do my feelings and actions affect others?</p> <p>How do I manage some of my emotions and associated behaviours?</p> <p>What are the different ways people might relax and what helps me to feel relaxed?</p> <p>Who do I share my feelings with?</p> <p>Skills:</p> <p>Be able to describe how they are feeling, including how strong that feeling is</p> <p>Be able to recognise feelings in others</p> <p>Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves</p>
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Year Group Topic Curriculum Map 2023-24 **Year One**

		<p>Perform basic body actions along with music Remember and repeat simple movement patterns Move with control and show spatial awareness Show strength and flexibility during different types of activity such as movement phrases or starter activities Work with a partner to use repeating motifs in dance movement phrase Tap into emotions to respond to the feelings in the music by translating to body movement</p>		<p>Know that there is a link between thoughts, feelings and behaviour Begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind Have developed some understanding of the difference between behaviour which is impulsive and that which is considered Know what it feels and looks like to be assertive.</p>
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