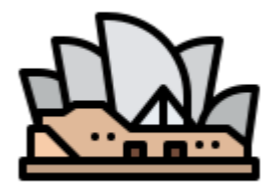




KS1 Curriculum Sequence Summer 1 Cycle A

Australia



Geography

We 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. We will use maps and symbols to improve our 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

Sequence of Lessons:
1. Where in the world is Australia? How is it made up?
2. How can we use a compass to travel around Australia?
3. Is the weather in Australia the same as the UK?
4. Is Christmas in Australia the same as the UK?
5. Are the physical features and landmarks in Australia similar to the UK?
6. What are the Australian wildlife and habitats like?
7. How do the lives of an Australian Indigenous child and an Australian city child compare?



Vocabulary
Hemisphere, equator, territories, states, capital, continent, climate, seasons, indigenous, landmarks, physical and human features.

Outcome/Composite
Geography Books
Come to Australia Poster!

Science- Plants

During this topic, we will learn what plants need to stay healthy. We will have the opportunity to carry out our own investigations into what plants need to grow well. Over time, we will closely observe the plants we are growing and the plants in our local environment. We will also learn how plants look when they don't get the things they need and comment on what is different.

Sequence of Lessons:
1. Are all seeds the same?
2. Do bulbs need the same as seeds to grow?
3. Investigate: How can we grow a healthy plant?
4. How do plants grow and change over time?



Vocabulary
Plant, tree, flower, roots, stem, leaf, seed, bulb, grow, germinate

Outcome/Composite
Science Books and

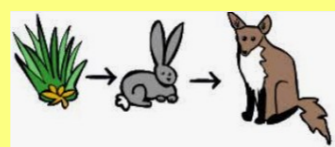


Science- Living Things and Habitats

We will learn about living things and their habitats. We will start the unit of work looking at whether things are living, dead or have never been alive. We will then look at microhabitats and larger habitats identifying some animals that may live there. We will conduct an investigation to see which type of conditions woodlice prefer in our local habitat. After that we will look at how living things are adapted to their environment.

We will finish off by looking at food chains within habitats.

Sequence of Lessons:
1. Is it living, dead or never been alive?
2. What is a microhabitat?
3. How are habitats different around the world?
4. What conditions do woodlice prefer?
5. How are living things adapted to their habitat?
6. What is a food chain?



Vocabulary
Alive, dead, living, habitat, microhabitat, conditions, adapted, foodchain, omnivore, carnivore, herbivore.

Outcome/Composite
Science Books



ART

These Australian Aboriginal Art lessons will take the class on an exciting journey through the world of Indigenous Australian art!

We will develop our art skills while learning about a range of different Indigenous Australian painting techniques and styles, including dot painting and cross-hatching. We will then use our imagination and develop the use of line and colour to convey our ideas.

Sequence of Lessons:
Step 1. Use different pencils to create lines for cross hatching.
Step 2. use and create symbols as art.
Step 3. Explore dot art and recreate a serpent painting in that style.
Step 4. Look at how art styles have been used to decorate boomerangs. Paint a design for a boomerang.
Step 5. Look at the works of Queenie Mackenzie. Say what we like or dislike about the paintings.

Vocabulary
Cross hatch, decorate, symbols, lines, texture, tone

Outcome/Composite
Sketch books
Painted pebbles



Music

Intent: use our voices expressively and creatively by singing songs and speaking chants and rhymes. We will learn to sing the Kookaburra song. After that we will experiment singing at different tempos and in rounds.

Lesson 1. Listen to: Australian National Anthem and compare it to the British National Anthem. Introduce the Kookaburra song.
Lesson 2. Listen to: Feeling Good—Nina Simone
Learn to sing the Kookaburra song.
Lesson 3. Listen to: Happy by Pharrell Williams
Sing Kookaburra song and add untuned instruments.
Lesson 4. Listen to: The Lion Sleeps Tonight. Sing Kookaburra song and sing in rounds. Perform songs in small groups.

Vocabulary
Tempo, rounds, percussion

Outcome/Composite
Perform Kookaburra in a small group using untuned instruments.

PSHE

Sequence of Lessons:
1 We all have feelings.
2. Good and not so good feelings.
3. How might being online make us feel and how do we keep safe?

PE

Agility:
Reaction and response

Coordination:
Sending and receiving

Computing

During this unit we will make Ebooks. These are books we create and read on digital devices. We will learn that creating an ebook on a computer has advantages over creating books on real paper. For example, we can add sounds and videos. We will use a website called WriteReader to make our ebooks and share with our class.

Step 1. Add a book cover with title, author, colour and image.
Step 2. Add multiple pages based on a theme.
Step 3. Add text on different pages.
Step 4. Add images on different pages to match the theme/text.
Step 5. Add voice recordings to match the text and theme.

Vocabulary
Images, share, fill, record, upload

Outcome/Composite
Create an ebook and save to our class page in WriteReader.

RE: Who is Muslim and how do they live?

Sequence of Lessons:
Lesson 1. What do we think about god? Who is Allah?
Lesson 2. Who was the Prophet Muhammad, and why is he important to Muslims?
Lesson 3. What stories of the Prophet do Muslims love to tell?
Lesson 4. What makes a place or an object special to us? And to Muslims?

Outcome/Composite
Class discussions/ stories

Year 2 SATs to be completed during May