



KS1 Curriculum Sequence Spring 2 Cycle B



Wild Africa



Geography	Science	Computing	RE	DT	Music
<p>People who study geography are called geographers. As geographers we will learn about some of Africa's physical features, such as mountains, deserts, rivers, and oceans. We will also explore the ways that the people of Kenya affect and are affected by the natural world. We make comparisons to the UK and learn about how our lives might be different if we lived in a different location.</p>	<p>Living Things and Their Habitats As scientists we will learn about a variety of habitats and the plants and animals that live there. We will tell the difference between things that are living, dead and things that have never been alive. We will make observations of a local habitat and the creatures that live there. We will also research a range of global habitats and how the living things that live there are suited to their environments. We will then start to learn about simple food chains.</p>	<p>Data and Information Pictograms This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p>What makes some places sacred to believers? Children will learn about special places in Cornwall, including those important to them and those considered sacred. They will explore Cornish Saints like St Piran and why they're special. They will also discover why some people and places are sacred in Cornwall.</p>	<p>In this unit we will learn how to make moving pictures. We will explore sliders, levers, pivots and wheel mechanisms and how they can be used to make different parts of a picture move. The final lesson in this unit gives us the opportunity to show off our finished moving pictures and we will share our work with the rest of the class. We will learn how to evaluate our own and others' finished products in a sensitive way, thinking about how we could make improvements moving forwards</p>	<p>In this unit we will use our voices expressively and creatively by singing songs and speaking chants and rhymes. We will learn the song Baiskeli, a Kenyan song about a bicycle. We will learn it in different parts and sing it as two groups. Each session will start by listening to and evaluating a different song.</p>
<p>Key Question: 1. Where in the world is Kenya? 2. Is the weather in Kenya the same as the UK? 3. What type of animals would we find in Africa? 4. How can we locate the big 5? 5. How is Kenya similar or different to the UK? 6. What would it be like to live in Kenya? 7. How would my day be different if I lived in Kenya?</p>	<p>Key Questions KQ 1: How can we tell if something is dead or alive? KQ 2: What are our local habitats like? KQ 3: What animals will we find in a microhabitat? KQ 4: Are all habitats around the world the same? KQ 5: How can different animals survive in different habitats? KQ 6: What is a food chain?</p>	<p>Sequence of Learning: Step 1. Counting and Comparing Step 2. Entering Data Step 3. Creating Pictograms Step 4. What is an attribute? Step 5. Comparing people Step 6. Presenting Information</p>	<p>Key Questions: 1. Which places are special and important to me? 2. What places are sacred in Cornwall? 3. Who are the Cornish Saints and why are they special? 4. Why is Saint Piran important to Cornwall? 5. Which other places are special and sacred in Cornwall? 6. What makes some people and places in Cornwall sacred?</p>	<p>Sequence of learning: Step 1. Create a sliding mechanism. Step 2. Use levers to create a moving mechanism. Step 3. Create a wheel mechanism. Step 4. Design a moving picture. Step 5: Create a moving picture based on a design. Step 6. Evaluate a moving parts picture.</p>	<p>Sequence of Learning; Step 1. listen and respond—Thula Baba Introduce Baiskeli and explain what it means. Learn introductions for both groups. Step 2. listen and respond—Aint no Mountain High Enough Play Baiskeli. Recap introduction. Learn part 1 for each group. Step 3. listen and respond—Hakuna Matata Play Baiskeli. Recap introduction and part 1. Learn parts 2 and 3. Step 4. listen and respond—We talk tot the animals Play Baiskeli. Recap previously learnt parts. Learn part 4 and practice singing as separate groups. Step 5. listen and respond—The Lion Sleeps tonight Play Baiskeli. Rehearse all parts singing in two sperate groups. Step 6. listen and respond—For the Beauty of the Earth Preform song as a class. Explore what musical instruments we could add.</p>
<p>Vocabulary climate, equator, seasons, weather, Continents, Atlas, Globe, Country, Hunan and physical features, compass, north, east, south, west, town, city, village</p>	<p>Vocabulary Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest</p>	<p>Vocabulary: more than, less than, most, least, common, data, tally chart, votes, total, pictogram, attribute, block diagram</p>	<p>Vocabulary Special, important, sacred, Cornwall, saints, St Piran, heritage, revere, cultural, sacredness</p>	<p>Vocabulary: Moving parts, mechanism, slider, levers, pivots, wheel mechanism, design, template, evaluate, joining</p>	<p>Vocabulary: Tempo, beat, pulse, rhythm, timing, lullaby,</p>
<p>PSHE: Yr 1</p>	<p>PSHE: Online Safety</p>	<p>REAL PE Skills</p>	<p>ART</p>	<p>Step 1: Who is Gustav Klimt? Gallery exhibition of his work. Step 2: Composition —The Tree of Life Step 3.Tools and Technique — explore using different tools to create patterns. Step 4. Practise - make our own printing tools to create a pattern. Step 5. Design: plan and design our own art inspired by the Tree of Life. Thinking about the tools we will need and how we use them safely and creatively. Step 6. Create: use our plan to create our final piece. Step 7. Celebrate and evaluate! Display our art as a gallery exhibition around the room.</p>	
<p>1. Our Healthy 2. Healthy Food Choices</p>	<p>Sequence of Lessons: Lesson 1: What to do if something upsets us online. Lesson 2: What are the dangers of sharing photos online?</p>	<p>Year 1: Swimming Coordination: Ball skills With both right and left hand, maintaining control: I can sit and roll a ball up and down my legs and round my upper body using 1 hand. I can stand and roll a ball up and down my legs and round my upper body using 1 hand.</p> <p>Counter Balance: With a Partner With a partner, maintaining balance throughout: I can hold on and, with a long base, lean back, hold our balance and move back together again. I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.</p>	<p>Painting, Printing and Colour In this unit we will be inspired by the work of Gustav Klimt and focus on The Tree of Life. We will follow a sequence of learning and develop our printing skills. We will use finger prints and ink pads, add drawings to finger prints. We will make printing blocks with cookie cutters and plasticine and use elastic bands and card to create prints (poster paints) We will also create patterns by using items such as plastic wheels, plugs, bubble wrap and other items we find interesting (poster paints).</p>		
<p>PSHE: Yr 2</p> <p>1. Basic First Aid</p>	<p>Exploring our local environment, linked with Science and habitats.</p>		<p>Vocabulary: Patterns, colours, bold, ink, poster paints, print</p>		
<p>Outdoor Learning</p>					