

| Title: AROUND THE WORLD IN 80 DAYS   |   | Year: 1<br>Duration: 5 weeks  |   |                                |
|--|---|---|---|--------------------------------|
| Objectives   | Subject   | Teaching Ideas  | Areas of Continuous Provision   | Literacy / Maths Opportunities |
| <p><b>Early Learning Goal:</b><br/>From tracker</p> <p><b>Year 1:</b><br/>G – Name and locate the world’s seven continents and five oceans<br/>G – name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas<br/>G – Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br/>G – 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<br/>G – Use basic geographical vocabulary to refer to key physical features (inclu. Beach, cliff, coast, hill, mountain, sea, ocean, river, season, weather.<br/>G – Use basic geographical vocabulary to refer to key human features (inclu. City, town, port, harbour, shop)<br/>G – use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and oceans studied at this key stage.<br/>WSc – asking simple questions and recognising that they can be answered in different ways<br/>WSc – identifying and classifying<br/>WSc – using their observations and ideas to suggest answers to questions<br/>Sc – Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br/>Sc – observe changes across the four seasons<br/>Sc – observe and describe weather associated with the seasons and how the day length varies<br/>Comp - recognise common uses of information technology beyond school<br/>A &amp; D – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>Science<br/>Geography<br/>Literacy<br/>Computing<br/>Art</p> | <p>The children will begin a journey around the world starting in the UK.</p> <p>They could think about what they would need to pack for their journey (e.g. pack a suitcase in groups and explain the reasons for their choices)</p> <p><b>Each week/fortnight</b>, children will visit a different continent and country. They will use globes and maps to plan their journey around the world.<br/>They could look at a whole class map or globe and mark/plot their journey as they go (e.g. using coloured string). They should use the map/globe to look at the type of land / ocean etc they will have to cross to get from one place to another. They will learn about different modes of transport and how to get there.</p> <p>Each week / fortnight the classroom could be set up with equipment (e.g. small world etc)linking to that country/continent.</p> <p>They will learn about what the country is like including:</p> <p>Weather (including what clothes etc they need to take) / Climate<br/>Food<br/>Traditional dress<br/>Culture / music<br/>Geography (physical and human)<br/>Indigenous animals</p> <p>THIS THEME IS LINKED TO THE ART THEME – COLLAGE</p> <p>Literacy links<br/>Stories with familiar settings.<br/>Stories from a different culture<br/>Simple recount</p> | <p>Role Play:</p> <p>Small World:</p> <p>Maths Area:</p> <p>Book Area:</p> <p>Sand or Water:</p> <p>Creative:<br/>Collage – see below.</p> <p>Construction:</p> <p>Curiosity Table:</p> |                                |

| Year 1   | Duration: 1-2 weeks   |  |
|--|---|--|
| Teaching ideas.  | Focus   | National Curriculum objectives.  |
| <p>Pupils to create their own 'colour collages' linked to different places (e.g. Africa, Antartica) using a variety of materials (e.g. paint, tissue paper, foil, felt, magazines). Discuss choices for different colours and textures.</p>  <p>Pupils could create their own prints using different countries as inspiration (e.g. patterns from potato printing) They could explore the different prints and patterns made from different objects and materials (e.g. shells, pasta). They could look at repeating patterns, e.g. in African prints.</p> <p>Children could create a scene of a place they have studied from 'around the world'. They could collect different images to create a collage.</p>  <p>Literacy links</p> <ul style="list-style-type: none"> <li>• Stories with familiar settings.</li> <li>• Stories from a different culture</li> </ul> | <p>Collage</p> <p>Topic link -<br/>80 Days Around the World</p> | <p><b>A and D</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products.</li> <li>- to use sculpture to develop and share ideas, experiences and imagination.</li> <li>- to develop a wide range of art and design techniques using colour, pattern, texture, shape, form and space.</li> </ul> <p><b>Focus Key Skills Objectives</b></p> <p><b>L1 -</b></p> <ul style="list-style-type: none"> <li>○ I can show my ideas e.g. drawing, making a simple model and talking to someone about them.</li> <li>○ I can talk about how I feel about my own or somebody else's work. E.g. tell someone what I like about their work.</li> <li>○ I can think of ways to improve my own work.</li> <li>○ I can work in a group to make a large picture or a model.</li> <li>○ I can draw familiar objects e.g. people, by combining simple shapes.</li> <li>○ I can hold and use a paintbrush.</li> <li>○ I can mix paints.</li> <li>○ I can print using objects and use simple tools to make patterns and representations of simple objects.</li> <li>○ I can shape modelling materials (e.g. playdough) for example, squeezing, pinching, rolling it to make simple familiar or fantasy objects.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>○ I can make my own simple printing materials.</li> <li>○ I can create patterns in printing using reflection and rotation.</li> </ul> |