



Wow Starter: Queen week celebration going into a week of all about London. Each week is a mini topic!!

Final Event: Journey from London to Rio Through KS 1 area

UNDERSTANDING THE WORLD

Animals, including humans KS1

• **sc13** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals, including humans KS1

• **sc26** notice that animals, including humans, have offspring which grow into adults
• **sc27** find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
• **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Location knowledge KS1

• **ge1** I can find and name the world's seven continents on a map and globe
• **ge2** I can find and name the world's five oceans on a map and globe
• **ge3** I can find and name the four countries of the UK on a map
• **ge4** I can find and name the capital cities of the UK on a map
• **ge5** I can find and name the seas surrounding the UK on a map
• **ge6** I can talk about some features of each country in the UK and its capital city

Place knowledge KS1

• **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited
• **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
• **ge9** I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

• **ge11** I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage
• **ge12** I can identify the Equator and North and South Poles on a map and globe

use basic geographical vocabulary to refer to: KS1

• **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
• **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

• **ge16** I can use maps and globes to identify places I am learning about
• **ge17** I understand the four basic compass directions and know that on a British map North is always at the top
• **ge19** I can describe the location of places further away and how I might travel to them
• **ge22** I can recognise some human and physical features from an aerial photograph
• **ge23** I can create my own map showing imaginary human and physical features
• **ge26** I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

MATHEMATICS AND COMPUTING

KS1

• **co1** I know that an algorithm is an instruction in a computer program
• **co2** I know that programs control digital toys
• **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do

• co4 I can write a simple computer program

• **co5** I can find and correct a problem in my program
• **co6** I can predict what will happen by 'reading' a program

PSED & RELIGIOUS EDUCATION

0 KS1

• **AF1** I can retell important parts of stories from different religions. (OS)
• **AF1I** cantalk about hymns, symbols, art, dance and music in RE (OS)
• **AF1** I can use the correct names and words when I talk about my learning in RE (OS)
• I can say how people show what they believe in different religions (OS)
• **AF1** I can find some things that are different and are the same about the religions and beliefs I have learnt about. (OS)
• **AF2I** can name some other ways that people express their beliefs and feelings (OS)
• **AF2** I can ask questions about what happens to other and how it makes them feel (OS)
• **AF2** I can think about things that happen to me and show how they make me feel.(OS)
• **AF2** I can tell what symbols mean and the way people show their religious belief. (OS)
• **AF3** I can talk about things that have happened to me and how these make me feel (OS)
• **AF3** I can say what is important to me(OS)
• **AF3** I can say what is important to someone else (OS)

PSED Preparing to play an active role as citizens KS1

• **pa6** Recognise what is right and wrong.
• **pa7** Assess and follow rules for their group and

• pa11 Contribute to the life of the class and school.

KS1

• **ph4** Begin to make simple choices that improve their health and well being.

PSED Developing a healthy, safer lifestyle KS1

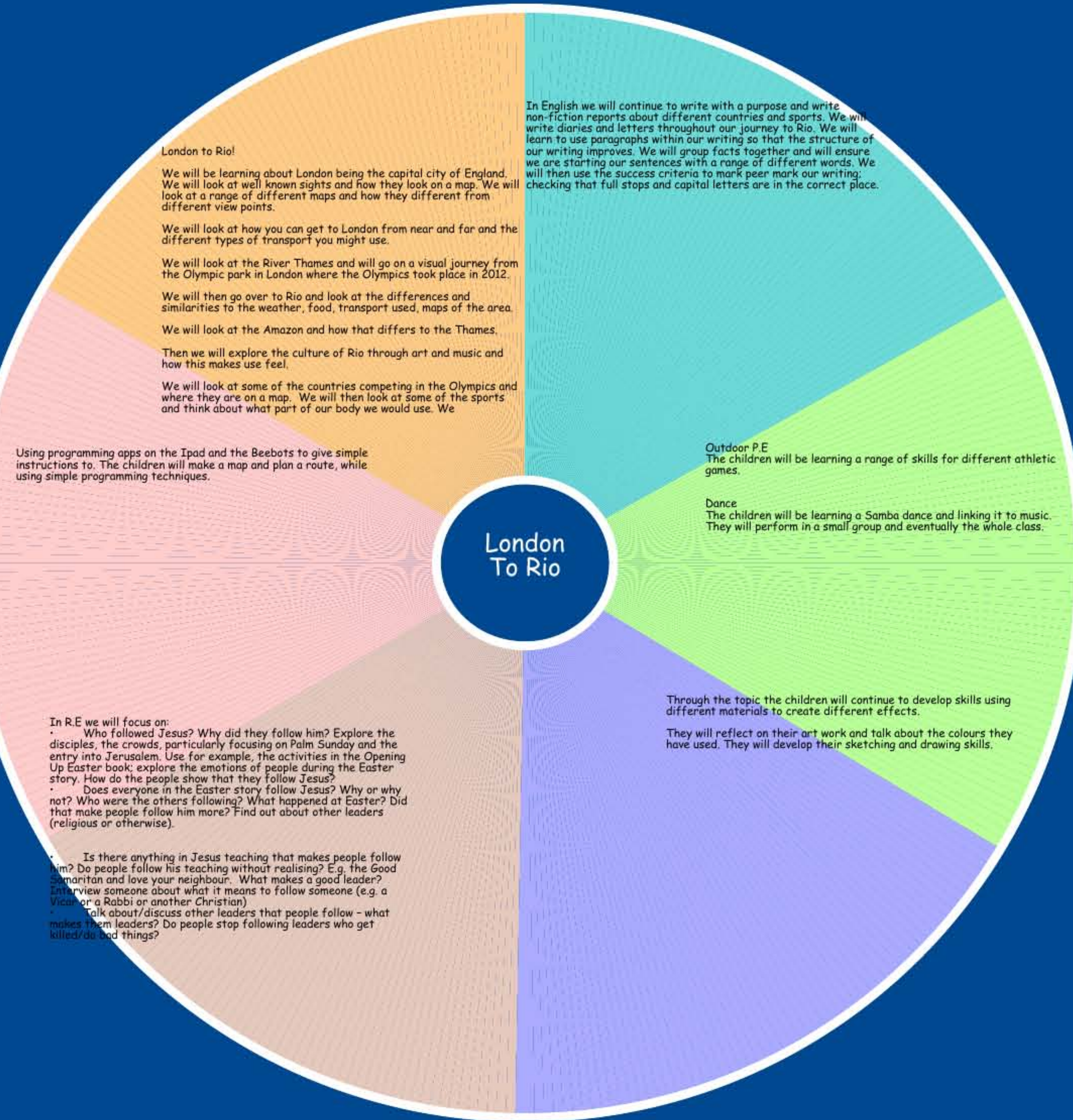
• **ph5** Begin to maintain personal hygiene.
• **ph6** Begin to understand that certain actions spread disease.
• **ph7** Identify the main parts of the body.

Learning About Religion KS1

• **ra9** Name and explore a range of worship styles.
• **ra11** Identify religious symbols.

PSED Developing a healthy, safer lifestyle KS1

• **ph8** Make simple choices that improve their health and well being.
• **ph9** Maintain personal hygiene.
• **ph10** Understand that certain actions spread disease.
• **ph11** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
• **ph12** Make sensible choices (food, games, television, money).
• **ph13** To understand that all household products including medicines, can be harmful if not used properly



LITERACY

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and use the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel. For example Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

PHYSICAL EDUCATION

KS1

• **pe1** I can run safely, controlling my speed and direction
• **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
• **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

• **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings