



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

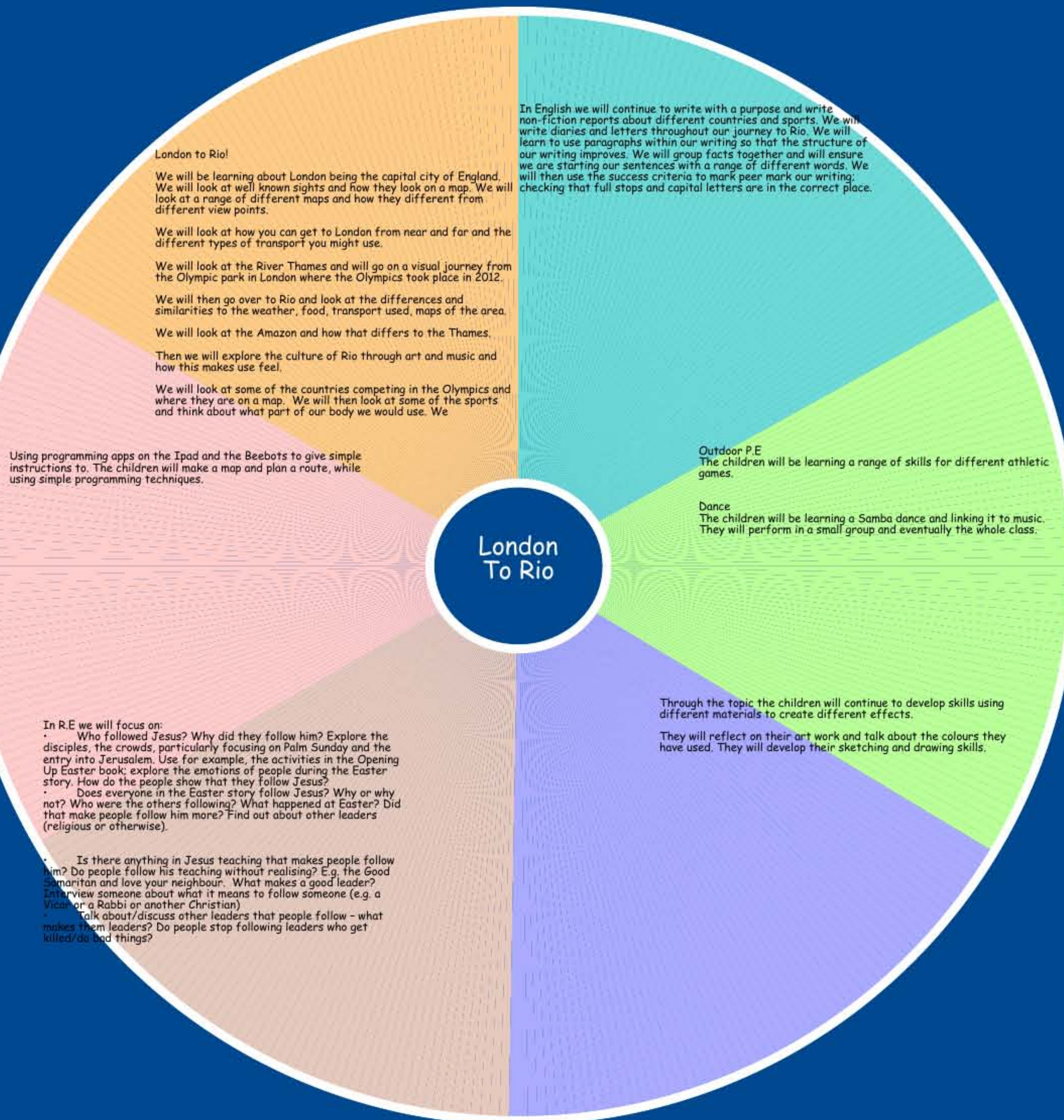
- co4 I can write a simple computer program  
- co5 I can find and correct a problem in my program  
- co6 I can predict what will happen by 'reading' a program

### 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)

- 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



London To Rio

**London to Rio!**  
We will be learning about London being the capital city of England. We will look at well known sights and how they look on a map. We will look at a range of different maps and how they differ from different view points.  
We will look at how you can get to London from near and far and the different types of transport you might use.  
We will look at the River Thames and will go on a visual journey from the Olympic park in London where the Olympics took place in 2012.  
We will then go over to Rio and look at the differences and similarities to the weather, food, transport used, maps of the area.  
We will look at the Amazon and how that differs to the Thames.  
Then we will explore the culture of Rio through art and music and how this makes use feel.  
We will look at some of the countries competing in the Olympics and where they are on a map. We will then look at some of the sports and think about what part of our body we would use. We

Using programming apps on the Ipad and the Beebots to give simple instructions to. The children will make a map and plan a route, while using simple programming techniques.

In RE we will focus on:  
- Who followed Jesus? Why did they follow him? Explore the disciples, the crowds, particularly focusing on Palm Sunday and the entry into Jerusalem. Use for example, the activities in the Opening Up Easter book; explore the emotions of people during the Easter story. How do the people show that they follow Jesus?  
- Does everyone in the Easter story follow Jesus? Why or why not? Who were the others following? What happened at Easter? Did that make people follow him more? Find out about other leaders (religious or otherwise).

Is there anything in Jesus teaching that makes people follow him? Do people follow his teaching without realising? E.g. the Good Samaritan and love your neighbour. What makes a good leader? Interview someone about what it means to follow someone (e.g. a Vicar or a Rabbi or another Christian)  
- Talk about/discuss other leaders that people follow - what makes them leaders? Do people stop following leaders who get killed/die bad things?

In English we will continue to write with a purpose and write non-fiction reports about different countries and sports. We will write diaries and letters throughout our journey to Rio. We will learn to use paragraphs within our writing so that the structure of our writing improves. We will group facts together and will ensure we are starting our sentences with a range of different words. We will then use the success criteria to mark peer mark our writing, checking that full stops and capital letters are in the correct place.

**Outdoor P.E**  
The children will be learning a range of skills for different athletic games.  
  
**Dance**  
The children will be learning a Samba dance and linking it to music. They will perform in a small group and eventually the whole class.

Through the topic the children will continue to develop skills using different materials to create different effects.  
They will reflect on their art work and talk about the colours they have used. They will develop their sketching and drawing skills.

### 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