



Year 1 / 2

Autumn 1

Where are the continents and oceans?

Linked Text: Something fishy

Trips and visits: National Maritime Museum

Wild Tribe link: Science

Geography

Intent: Children will have a good geographical knowledge of our world. Children will be able to identify the seven continents and 5 oceans.

Skills, and Knowledge Components Focus

- Know the 5 oceans and know the seven continents. .
- Use maps, atlases and globes to identify the UK and selected other countries.
- Use simple compass directions (North, South, East and West) and locational

Sticky Knowledge:

- The seven continents are Antarctica, Africa, Asia, Europe, North America, Oceania and South America.
- The five Oceans are; Atlantic, Arctic, Indian, Pacific and Southern.
- The large amounts of water between each continent are called oceans.
- Some of the continents are joined by land. others are separated by oceans.

Key Vocabulary: ocean, continent, countries, seas, map, atlas, globe, Africa, Asia, North and South America, Europe, Australasia, Antarctica, Arctic Ocean, Southern Ocean, Atlantic, Pacific, Indian

Subject Composite: Children can use a world map to identify where the different Oceans and continents are and will talk about where they would like to visit in the future.

Impact: Children will have a greater understanding of our world and the diverse places in it. They will be inspired to explore new places.

Science Animals' needs for survival

Intent: Children develop their knowledge of animals in their local area and beyond. They begin to think sustainably and explore how to protect and care for mammals in their local area.

Skills and knowledge:

Find out and describe the basic needs of animals, including humans for survival (water, food, air). Ask simple questions and recognise they can be answered in different ways. Gather and record data to help answer questions. Work scientifically by identifying and classifying. Use observations and ideas to suggest answers to questions

Sticky Knowledge:

Mammals have fur or hair on their bodies. Mammals are carnivores, herbivores or omnivores. Birds have feathers, wings and beaks. Some birds can fly and others cannot. Fish live in water and have gills that they use to breathe. Amphibians live on land and in water. They do not have scales on their bodies. Reptiles have dry scales on their bodies and need direct heat to survive. All animals need food, water and air to survive.

Vocabulary: Mammal, adult, baby, shelter, reptile, scales, carnivore, herbivore, omnivore, amphibian, webbed feet, frog, toad, newt, fish, scales, gills, fin, bird, feathers, beak, insect, insectivore, identify, classify, data.

Subject composite: Children will explore their local area to find out more about different types of animal. They will take part in a range of practical activities including: bird spotting, pond making, make bird feeders, handle whole fish.

Impact: Children will develop their understanding of their world around them. They will build their scientific enquiry skills and begin to think sustainably.

Science Humans

Intent: Children will learn about exercise, healthy eating, germs and teeth to support them to make good choices now and in the future.

Skills and knowledge: Describe the importance of exercise, eating the right amounts of different types of food and hygiene. Gather and record data to help answer scientific questions. Work scientifically by identifying and classifying. Observe closely using simple equipment

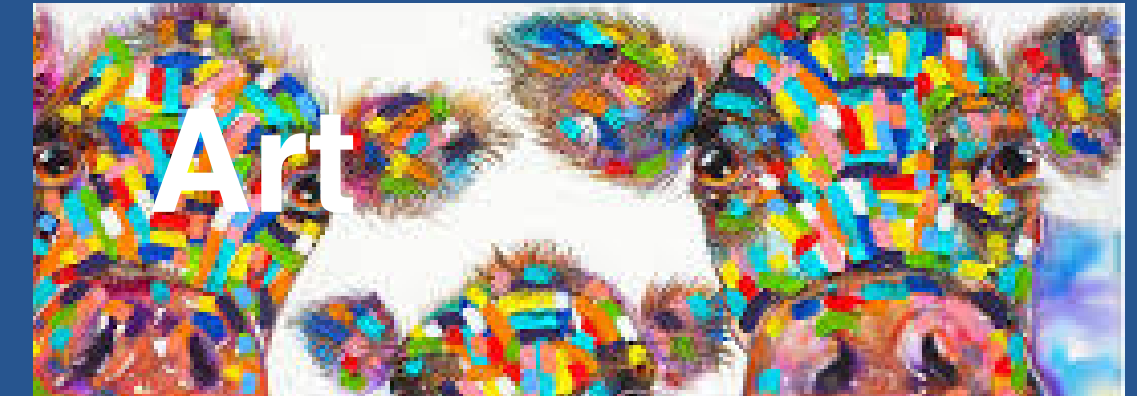
Sticky Knowledge:

Exercise improves your physical and mental health. It ensures your heart is healthy. A healthy diet includes fruit, vegetables and other healthy food. An unhealthy diet is high in fat, sugar or fried food. Germs can make you unwell and can be spread easily from unwashed hands. You should wash your hands, sneeze into a tissue and have regular baths or showers. You should brush your teeth twice a day with water, a toothbrush and toothpaste. Plaque can build up on your teeth and can damage your teeth and gums.

Vocabulary: heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, vegetables, fruit, sugar, germs, hygiene, disease, doctor, teeth, plaque, filling

Subject composite: Children will create a how to stay healthy guide around the 4 areas they have studied.

Impact: Children will develop their understanding of how to keep themselves healthy and will be able to start making sensible choices for themselves.



Art

Intent: Children will develop their colour mixing and will consolidate their understanding of primary and secondary colours. Children learn about the artist Tracey Keller and will use her work to inspire their own.

Skills and knowledge:

to use a range of materials creatively to design and make products
To use painting to share, ideas, experiences and imagination.
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To learn about artists and make links to their own work.

Sticky Knowledge:

I know that red, blue, and yellow are primary colours, and they cannot be made by mixing other colours.
I know how to mix primary colours to create secondary colours (green, orange, purple).
I know that blending means mixing two or more colours together so that they gently change from one colour to another,
I know that artists can create backgrounds for their art pieces.
I know that Tracey Keller is an artist who uses lots of colour.

Vocabulary: primary, secondary, blending, pallet, artist, whimsical, texture, mix, background

Subject composite: Children to create a final piece where they create an animal in the sea in the style of Tracey Keller, known for her vibrant and whimsical animal paintings.

Impact: Children are confident colour mixers and explore using colour in different ways. They can talk about art pieces and artists.