

YEAR 1/2	CYCLE A	BLOCK 1
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Whole academy curriculum project: Lost and Found

	Aims, Attainment Targets and Guidance	Suggested teaching ideas
Phase 1	GA1: poles	
	<ul style="list-style-type: none"> Identify the location of cold areas in the world in relation to the equator and the north and south poles. Name and locate the world's seven continents and five oceans Use basic geographical vocabulary: sea & ocean Use world maps and globes to identify the United Kingdom and continents and oceans studied at KS1 Identify the types of weather in the south pole 	Read Lost and found → identify the locations on a world map/globes → Locate cold areas of the world → Plot the journey from England to the South Pole: identify the continents and oceans and link to the ones travelled through → consider the weathers and appropriate clothing
phase 2	SCA1: Animals including humans	
	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animas that are carnivores, herbivores, and omnivores. Explore and answer questions about animals in their habitat. Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals including those that are kept as pets 	Identify the characteristics of penguins → Find out what penguins eat: link to carnivore/ omnivore/ herbivore → Compare to what pets would eat and other animals: link to C/O/H → Discuss pets the children have and categorisation → review all animas and learn abut their habitats.

	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	SCA1: Animals including humans / CA1: Grouping and sorting (unit 1.2)	
	<ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense. Use observations to compare and contrast animals at first hand or through videos and photographs. Grouping and sorting: Sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities 	Label a penguin and it's characteristics → Label the parts of the body for a range of animals from each category: compare and note the similarities and of differences → Identify and label the parts of a human being: consider similarities and differences to other animals → us purple mash to group animas electronically using the information gleaned.
phase 2	MA1: Carnival of the animals / MA2: Zoo time	
	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use voices expressively and creatively by singing songs. 	Listen to the carnival of the animals: link music to various animals & create listening maps → listen to the music 'The Swan' & 'Hens& Cockerels' → use musical terminology: describe & compare pieces → create musical composition → Learn about the orchestra, the instruments & how they are played → complete 'Zoo time' – charanga sequence of lessons
Phase 3	AA1: Swan Ballet / PEA1: swan dance	
	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To explore simple movements and ideas, working in small groups to create and perform a short dance. To explore and express feelings about the music: The Swan, using movement and dance. 	Read 'The magical garden of Claude Monet' → Link interpretation of music and art → examine the work of the artist Claude Monet: identify colours and techniques used → express their ideas about 'The Swan' by Saint-Saëns in the style of Claude Monet → listen to 'Dying Swan' by Alfred Tennyson → watch carnival of the animal's ballet → create their own ballet dance (led by ballet dance teacher).

Phase 4	SCA2: Seasons/Plants	
	<ul style="list-style-type: none"> Observe changes across the four seasons Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Use the local environment to explore and answer questions about plants and their habitat. Observe closely, using magnifying glasses, familiar plants. Draw diagrams showing parts of different plants, including trees. 	Recap the magical garden of Claude Monet → consider the seasons and plants in the garden → Compare season to now: learn the seasons → Do a school walk: picture and note the trees growing – identify trees (deciduous/evergreen) → identify and find local plants → investigate, draw and label familiar plants: Hypothetical and real ones found in grounds. Visit a wildlife park.
Phase 5	SCA2: Plants / REA1: Our wonderful world	
	<ul style="list-style-type: none"> To identify things that make our world special – link to plants To explore creation stories (Jewish, Christian, Islamic and Hindu). To explore the different accounts of the creation story. Explore creation stories, including those of the sky and heaven. 	Consider what makes our world great → explore the creation of the sky and heaven → explore creation of plants → explore creation of humans → Investigate Jewish, Christian, Islamic and finally hindu creation stories: compare and contrast
Phase 6	REA2: What do Hindus celebrate	
	<ul style="list-style-type: none"> Find out what Hindus believe Explore Hindu gods and important people Explore Hindu festivals Explore Hindu celebrations 	Explore basic Hindu beliefs → investigate samskaras associated with childhood → research Hindu weddings → study the festival of Diwali → study the festival of Raksha Bandhan → study the festival of Ganesh Chaturthi.