

Key Knowledge Overview

Term: **Spring 2**

Topic: **Africa**

Year: **1**

Subject	Key Knowledge	Rag rated at end of unit
Science	<ul style="list-style-type: none"> • To learn about seasonal changes throughout the year • To investigate weather patterns and look at seasonal weather. • To collect weather related data and represent using graphs and charts. • To explore weather around the world and in different environments. (Contrast UK and Africa) 	
History	N/A	
Geography	<p style="text-align: center;"><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Begin to identify with a contrasting environment to the UK (Africa) • Describe key human features including city, town, village, factory, farm, house, office, port, harbour and shop. • To name and locate the oceans and continents of the world. • Use atlases and globes to identify Africa. • Begin to use aerial photographs to recognise landmarks and basic human and physical features such as mountains, oceans and rivers. 	
Art and Design	N/A	
Design Technology	<p style="text-align: center;"><u>Food</u></p> <ul style="list-style-type: none"> • To explore the basic principles of a healthy diet • To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. • To prepare food for a healthy diet • To understand where food comes from • To design and evaluate a made product. 	
RE	<p style="text-align: center;">Special symbols and stories (Easter)</p> <ul style="list-style-type: none"> • To explore different religious symbols and their meaning • To talk about symbols of new life seen at Easter • To learn Christian stories about Jesus death and resurrection. 	

Computing	<p style="text-align: center;"><u>Lego Builders and Maze Explorers</u> <u>(Basic Coding/Algorithms)</u></p> <ul style="list-style-type: none"> • Be able to create and follow simple instructions on a computer and to be able to give directions. • Understand and explain the importance of following instructions and consider how the order of instructions affects the result. • Understand how to create and debug a set of instructions (algorithm). • Use the additional direction keys as part of their algorithm. • Understand how to change and extend the algorithm list. 	
MFL	N/A	
PE	<p style="text-align: center;"><u>Locomotion: Jumping</u></p> <ul style="list-style-type: none"> • To explore jumping from different levels, speeds and directions. • To jump efficiently using arms and bending knees. • To explore how jumping affects our body • To apply a range of jumping techniques in a circuit. • To explore skipping • To combine skipping and jumping to play a game. • 	
RSE	<p style="text-align: center;"><u>What can we do with money?.</u></p> <ul style="list-style-type: none"> • To understand what money is - that money comes in different forms • To know how money is obtained (e.g. earned, won, borrowed, presents) • To know how people make choices about what to do with money, including spending and saving • To identify the difference between needs and wants - that people may not always be able to have the things they want • To understand how to keep money safe and the different ways of doing this 	
Music	<p style="text-align: center;"><u>In the Groove</u></p> <ul style="list-style-type: none"> • Listen and appraise the song 'In The Groove' and other songs in other styles. • Comment on why they like/dislike the song. • Learn to Sing the Song. • Play instruments with the Song - maintaining the beat/pulse • Improvise with the Song. • Perform the song together. • Understand pitch and begin to use symbols to represent sounds. • Be able to use pitch to create a desired effect. 	

Phonics- big focus on phonics, blending for reading and segmenting for writing. Planning will include lots of opportunities for early writing skills to be applied.