

Project Title:	Australia		
KIT Values:	Kindness- Empathy Respect Equity Tolerance		
Enrichment opportunity:	Walks in local area to view different habitats (Science)		
English (core texts and genres)	The Koala Who Could The Great Explorer Aboriginal Myths and Legends Non-fiction Texts.		
SPaG	Spelling	Punctuation	Grammar
	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophones and near-homophones suffixes /w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al possessive apostrophes suffixes	* Capital letters * Full stops * Apostrophes * Commas in a list * Question mark * Exclamation mark	* Adverbs * Noun phrases * Simple present tense * Simple past tense
Maths	* Place Value * Addition & Subtraction * Multiplication & Division		
Project	* Name and locate 7 continents and 5 oceans. And know that the world is split into 2 hemispheres- north and south * Be able to compare Australia to the UK - population, climate and weather patterns, location of major settlements, environments and habitats, settlement patterns * Know that Australia was colonised and be able to explore the differences in culture * Explain how the colonisation by the UK impacted on the indigenous people		
Science	<u>Living Things and their Habitats</u> * Explore and compare the differences between things that are living, dead, and things that have never been alive. * Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. * Identify and name a variety of plants and animals in their habitats, including micro-habitats. * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		
RE	<u>What is the good news that Christians say Jesus brings? Part 1</u> <i>Religion: Christianity</i> * Know what Jesus's good news meant for Matthew * Know what a Christian believes the good news was * Know what Christians believe the good news is about forgiveness * Know what Christians believe the good news is about peace * Know how Christians follow the life of Jesus and share the good news * Know how prayer links to saying sorry and forgiveness <u>What is the good news that Christians say Jesus brings? Part 2</u> <i>Religion: Christianity</i> * Know who Jesus was * Know what happened in the story of the birth of Jesus * Know why Jesus wasn't born where people would have expected * Know why waiting and preparing for Christmas is important for many Christians * Know why people like to say thank you at Christmas time * Know how people use the story of the nativity to guide their beliefs at Christmas		
PSHE	<u>Being Me in My World</u> * Know how to identify some of my hopes and fears for this year * Know the rights and responsibilities for being a member of my class and school, and the importance of making contributions * Know how to listen to other people and contribute my own ideas about rewards and consequences * Know how following the Learning Charter will help me and others to learn * Know the choices I make and understand the consequences		

Celebrating Difference

- * Know that sometimes assumptions are made about girls and boys
- * Know that bullying can sometimes be about difference
- * Know how to recognise what is right and wrong and how to look after myself
- * Know that it's ok to be different from other people and to be friends with them
- * Know some ways I am different from my friends

PE

Fundamentals

- * Know that the body moves differently when running at different speeds.
- * Know how to change direction and dodge.
- * Know how to use balance and stability to land safely.
- * Know how to jump, hop and skip.
- * Know how to use coordination to combine jumps.
- * Know how to perform combination jumping and skipping using an individual rope.

Ball Skills

- * Know how to roll a ball accurately to hit a target.
- * Know how to stop a rolling ball using control.
- * Know how to dribble a ball with feet.
- * Know how to kick a ball with control.
- * Know how to throw and catch a ball.
- * Know how to dribble a ball with hands.

Team Building

- * Know how to follow instructions and work with others.
- * Know how to cooperate and communicate in a small group to solve challenges.
- * Know how to create a plan with a group to solve challenges.
- * Know how to communicate effectively and build trust with others.
- * Know how to use teamwork skills to solve problems as a group.
- * Know how to work with a group to copy and create a basic map.

Net and Wall Games

- * Know how to use the ready position to defend space on the court.
- * Know how to return a ball using hands.
- * Know how to play against a partner.
- * Know how to use racket skills to return a ball.
- * Know how to return a ball using a racket.
- * Know how to play against an opponent using a racket.

Art

Aboriginal Art

- * Know that paint can be used to represent feelings.
- * Know how to create, arrange and discuss pattern types.
- * Know that drawing shows personal ideas and emotions
- * Know that design can happen while making.
- * Know how to mix and apply paint to match colours and moods.

DT

Bug Hotels

- * Know what they are making, identify who for and what the product is designed for, based on design criteria
- * Know that we can look at existing products to help develop an appreciation of what's needed for a successful end product
- * Know how their product will work and how it will impact intended users
- * Know how to model and plan own ideas and share these with others - talking, drawing, mock-ups, models, ICT
- * Know how to select and use tools and equipment to cut, shape, join and finish to create an end-product
- * Know how to select from a range of tools and equipment for intended purpose
- * Know how to evaluate their final product against existing products and whether it meets the intended purpose and expectations of the audience
- * Know what was successful and what changes they may make and why to improve their final product
- * Know the process taken in designing and making the final product including their likes and dislikes of their own ideas

Christmas Tree Sewing

- * Be shown how to thread a needle.
- * Use a running stitch.
- * Stitch two pieces of fabric using a running stitch.
- *

Music

Hands, Feet, Heart

- * Know how to keep a steady beat, sing with control and play simple rhythms on instruments.
- * Know how to improvise simple melodies using a few notes and perform them with the song.
- * Know how to sing with control, follow a leader and respond to the beat and tempo of the music.
- * Know how to compose and perform a short rhythm pattern and show it using simple notation or symbols.
- * Know how to listen to and describe music using musical words, and perform the song with expression.
- * Know how to reflect on our learning and perform with accuracy, control and confidence.

Playing in an Orchestra

- * Know how to listen, sing and keep the beat in the song.
- * Know how to compose a short tune using a few notes and show it with a simple score.
- * Know how to listen to music and describe what we hear using musical words.
- * Know how to improvise a short tune using 1-3 notes.
- * Know how to play a simple instrumental part by ear or from music.
- * Know how to reflect on our learning and perform a song to other

Computing

Route Explorers

- * Know an algorithm is a set of instructions to complete a task and how to make a simple program to do a job.
- * Know they need clear and exact steps in their design so it can become code.
- * Know how to find and fix some mistakes in their programs.
- * Know what parts of a program do when something happens.
- * Know how to explain what will happen in the program.

Creating Pictures

- * Know how to edit more complex digital content
- * Know how to use different media like photos, text, and sound in their digital work