

Rio de Vida



Year Group: 1/2

Cycle A

Science

- Animals including humans
- Living things and their habitats

Art and Design

- Weaving: Carnival headdresses

Climate/Environment

- Causes and impact of deforestation in the Brazilian rainforest

Computing

- Multimedia

Geography

Local area contrast with Brazil, including a focus on the following:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Year 2

- notice that animals, including humans, have offspring which grow into adults
- explore and compare the difference 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 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

Climate/Environment Focus- children will also learn:

- About the causes of deforestation in the Amazon rainforest including palm oil and meat production.
- Effects of deforestation in the Amazon rainforest including; loss of habitat and endangering of species, increased global heating and climate change

Teacher Resources

- <https://www.actionaid.org.uk/school-resources/resource/ks1-amazon-rainforest-brazil-package>
- <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw>

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG KUW:TW)

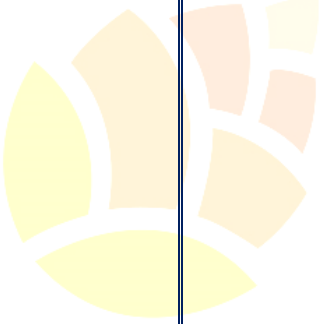
Forever Firs children working at ARE in Year 2 should already be able to:

- See Year 1 statements above

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Fish	Lamb	goldfish	Foal	carnivore	Food chain
Bird	Kitten	toad	Piglet	herbivore	Predator
Frog	Puppy	newt	Calf	omnivore	Prey
Mouse	Egg	lizard	Tadpole	amphibians	herbivore,
Snake	Hatch	pigeon,	Adult	reptiles mammals	carnivore,
Cat	Baby	blackbird	Offspring		omnivore
Pig	Home	fins	Living		habitat
Dog	Animals	scales	Dead		
Sheep	Plants	beak	never alive		
Cow	Trees	wing	live		
Horse	Nest	snout	needs		
Goat	Ground	paws	suited		
Chicken	Sky	talon	wild		
Owl	Water	claws	domestic		

Tail Feet Paws Legs Toes Fur feathers	Pond River Farm Forest Garden Food Seeds Nuts Berries caterpillar	trotters hooves skin			
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Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <h1 style="font-size: 4em; color: #8090A0; margin: 0;">Firs</h1> <h1 style="font-size: 4em; color: #8090A0; margin: 0;">Primary</h1> <h2 style="font-size: 2em; color: #8090A0; margin: 0;">— School —</h2>			

Geography

National Curriculum: Pupils should be taught about:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, Inc. city, town, village, factory, farm, house, office, port, harbour, shop

Key Lines of Enquiry:

- Local area contrast – Derby and Brazil

Age Related Subject Skills (Progression Guidance):

Year 1

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Year 2

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

Maths; SSM ELG

- Children use everyday language to talk about size, weight, capacity, **position, distance**, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UTW; The World ELG

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Forever Firs children working at ARE in Year 2 should already be able to:

Using maps

- Use a simple picture map to move around the school
- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

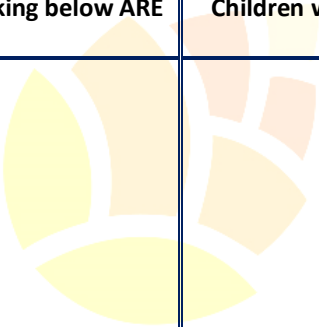
- Use world maps to identify the UK in its position in the world.
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Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Key Vocabulary					
Tier 1		Tier 2		Tier 3	
Shop Farm Beach Forest Hill Mountain Sea River House Weather	Near Far Map Soil	City Village Town Cliff Coast Ocean Valley Vegetation Season City Town Village	Factory Environment World Countries Continents Oceans Symbols Represent Places Features	Atlas Globe Europe South America	Human features Physical features Local area

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <h1>Firs</h1> <h2>Primary</h2> <h3>School</h3>			

Art and Design

National Curriculum:

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:

- 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

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Textiles: Weaving Carnival Headdresses/Costumes/Carnival Images

Teacher Resources:

- <https://www.bbc.co.uk/bitesize/clips/zqmpvcw> (video about making carnival costumes)
- <https://www.rhs.org.uk/Education-Learning/PDF/School-visits/Rosemoor/Lesson-plans/Key-stage-1/Weaving-and-Dyeing-Pre-and-Post-ideas.pdf>
- <https://www.tes.com/teaching-resource/classroom-ks1-textiles-6036079>

Age Related Subject Skills (Progression Guidance):

Weaving

- Develop collages, based on a simple drawing, using papers and materials
- Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)
- Weave using recycled materials – paper, carrier bags
- Investigate a range of textures through rubbings
- Simple batik work
- Develop tearing, cutting and layering paper to create different effects
- Dye fabrics using tea, red cabbage, beetroot, onion, spinach
- Weave with wool

Developing Ideas (Year 1)

- Start to record simple media explorations in a sketch book.

Developing Ideas (Year 2)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work.

Prior Learning - Forever Firs children working at ARE should already be able to:

Weaving

- Handle and manipulate materials such as threads, cottons, wool, raffia, grass
- Is aware of colour, texture and shape
- Sort, collect, discuss and pull apart cloths and threads

Developing Ideas (Year 1)

- Look and talk about what they have produced, describing simple techniques and media used.

Developing Ideas (Year 2)

- Start to record simple media explorations in a sketch book.

Key Vocabulary

Weaving

Collage, paper, material, natural
Temporary
Weave, recycled
Textures, rubbings, batik work
Tearing, cutting, layering
Dye, fabrics
Wool

Developing Ideas

Record, sketch book, plan, develop
Colour mixing, colour wheel, colour spectrum
Texture, pattern

Art and Design Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



Computing

National Curriculum:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Computing Strand: Multimedia

Topic Links: To create an image inspired by animals and their habitats (Science link)

Age Related Subject Skills (Progression Guidance - DDAT):

- *Digital Publishing:* Pupils learn to use basic word processing package and to write and illustrate a short story
- *Graphics:* Pupils learn to create a simple digital painting
- *Animations:* Pupils learn to make a simple animation for instance in Puppet Pals

Key Stage 1

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use a paint package to create a picture to communicate their ideas: Explore shape, line and colour, talk about their choice of tools, talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made) | <ul style="list-style-type: none"> • Develop basic editing skills including different presentational features (font size, colour and style) • Save, print, retrieve and amend their work • Use appropriate editing tools to improve their work |
|--|---|

Other Key Areas of Learning:

- To apply their knowledge about animals and their habitats (Science link)
- To look at example pictures and use it to inspire their own work
- To look at example pictures and say what they can see: colours, shapes, lines
- To discuss with their peers about their work (planning, editing, improving)
- To say what they like about each other's work

Prior Learning

Forever Firs children working at ARE should already be able to:

(40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

(Early Learning Goal)

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Paint	Line	Tools	Style	Undo	Font
Draw	Colour	Save	Print	Retrieve	Edit
Size		Open			

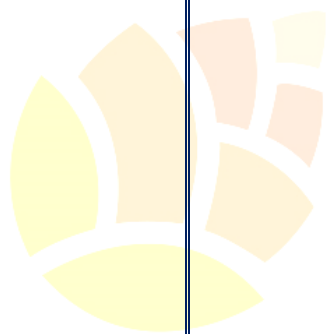
Computing Assessment

Children working below ARE

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Firs
Primary
— School —