

# Key Stage 1— Autumn 1 Cycle A - Amazing Australia!



Music

Charanga

**Introducing Beat**

***How can we  
make friends  
when we sing  
together?***

PE

Complete PE

**Locomotion:**

**Running**

**Dance: Growing**

Computing

Purple Mash

**Touch Typing  
Effective Searching (Unit 2.5)**

PSHE

Jigsaw

**Being Me in My World**

RE-Judaism

**Baptism/Church**

***Why is belonging to  
God and the church  
family important to  
Christians?***

# Art- Materials and Textiles

## Session 1: Art—Aboriginal Art and Culture

**LO: I am learning about the work of a range of artists, craft makers and designers and making links to their own work.**

We will look at some examples of aboriginal art and develop their own techniques on how to create patterns using dots.



## Session 2: Art—Dot Paintings

**LO: I am learning to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**

We will use the skills they developed in previous lesson to recreate their own aboriginal art—symbolizing a koala.



## Session 3 Art—Aboriginal Rain Sticks

**LO: I am learning to use a range of materials creatively to design and make products.**

We will explore and design our own rain stick.



## Session 4: Art—Aboriginal Rain Sticks

**LO: I am learning to use a range of materials creatively to design and make products**

Children to create their own rain sticks—decorating them with the dot patterns their having been developing in previous lessons.



## Session 5: Art—Aboriginal Art and Culture

**LO: I am learning about the work of a range of artists, craft makers and designers and making links to their own work.**

Children to look at some examples of weaving.



## Session 6: Art—Aboriginal Art and Culture

**LO: I am learning to use a range of materials to design and make products.**

Children to create their own paper/fabric weaving.



# Geography- Place Knowledge

## Session 1: Geography—Let's Fly to Australia

**LO:** I am learning to use a world map/atlas/globe to locate a country.

We will identify where Australia is on a world map and identify the different states.



## Session 2: Geography—Physical Features

**LO:** I am learning to use basic geographical vocabulary to identify key physical features.

Children to recognise the following physical features: beach, rock, river, lake and mountains.



## Session 3: Geography—

**LO:** I am learning to understand the geographical difference and similarities through studying the human geography of a small area in the U.K. and a contrasting non—European country.

We will be exploring an Australian settlement.



## Session 4: Geography—

**LO:** I am learning to understand the geographical difference and similarities through studying the human geography of a small area in the U.K. and a contrasting non—European country.

We will be exploring our local area Thetford.



## Session 5: Geography—

**LO:** I am learning to understand the geographical difference and similarities through studying the human geography of a small area in the U.K. and a contrasting non—European country.

We will be comparing an Australian settlement to Thetford. We will focus on the similarities.



## Session 6: Geography—

**LO:** I am learning to understand the geographical difference and similarities through studying the human geography of a small area in the U.K. and a contrasting non—European country.

We will be comparing an Australian settlement to Thetford. We will focus on the differences.



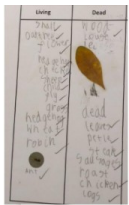
# Science- Living things and their Habitats (Part 1)

## Seasonal Changes

### Session 1: Science- Dead or Alive?

**LO: I am learning to explore and compare the differences between things that are living, dead, and things that have never been alive.**

We will be going on a walk to collect a range of objects. We will be looking at our collections and deciding whether the things we have collected are living or dead. We will record our findings.



### Session 2: Science- Has it ever been alive?

**LO: I am learning to explore and compare the differences between things that are living, dead, and things that have never been alive.**

Explore a selection of objects and sort into whether something is dead or was once living.



### Session 3: Science- Matching animals and habitats

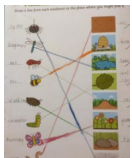
**LO: I am learning to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.**

We will think about and discuss the habitats of different animals, attempting to match them correctly.

### Session 4: Science- Comparing two habitats

**LO: I am learning to 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.**

We will be choosing two animals and comparing the habitats in which they live.



### Session 5: Science- Who lives where?

**LO: am learning to 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.**

Look at what sort of animals would be suited to specific types of habitat. Record where animals may go based on how they are suited.

### Session 6 Science- Autumn Trail Journey Stick

**LO: I am learning to observe changes across the four seasons.**

We will go on an autumn walk and will look for evidence of the season of autumn. We will collect evidence in the form of a journey stick and make collections to display and discuss.

