

Wild Things MU PLAN Autumn 2025 ~ Geography Focus

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Name the 4 countries of the UK and their capital cities Name the 7 continents and identify which parts of the world have hot, cold or temperate climates Name and describe different types of weather Name and describe the characteristics of the 4 UK seasons. Build a stable structure Explore, experiment with and design ways of making a rotating sail on a model windmill Sort animals/plants using different classifications Name the basic needs of animals and plants Name signs of life (Mrs Gren) Explain the purpose of habitats and how they are suited to need. Explore pitch through a range of music Develop co-ordination and communication through dance 	<p>KEY FOCUS AREAS</p> <ul style="list-style-type: none"> Where are we in the world- continents, UK countries, capitals, our village. Climate and weather - hot and cold climates of the world, studying local weather & seasonal change, comparing to other parts of the world Making stable bases Explore, design and make a moving model windmill. Animals and plants - changes, basic needs, food chains, habitats Physical communication and co-ordination via individual and group dance Pitch studied through a variety of musical genres. 	SYNOPSIS: Week 1 - Week 8		
		Week 1	Hot and Cold Climates of the World	
		Week 2	7 continents of the world	
		Week 3	UK - countries, capitals and climate	
		Week 4	UK - Seasons and measuring the weather	
		Week 5	Windmills - purpose, methods of measuring the wind	
		Week 6	(DT) Making stable bases, exploration	
		Week 7	(DT) Making sails, exploration Design a windmill	
		Week 8	Making & evaluating a windmill	
Driver: Our PLACE IN THE WORLD				
<p>SCIENCE: Living Things and Habitats</p> <p>KS1 skills~ asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p> <p>Y1~ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. observe changes across the four seasons ~ observe and describe weather associated with the seasons and how day length varies.</p> <p>Y2~ 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 microhabitats 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. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>		<p>KEY QUESTIONS: What are the basic needs of animals? What are the countries that make up the UK and what are their capital cities? What are the four seasons of the UK? What are the characteristics of the 4 UK seasons? How can we measure our local weather?</p>		<p>KEY VOCABULARY: Herbivore, carnivore, omnivore, continent, capital city, country, climate, season, weather, pitch, texture, tone.</p>
Opportunities for Extension				
<p>EXTENSION: Using compass points for directions (maths, geography) Start to consider what causes different climates and apply understanding of climate change</p>		<p>ENRICHMENT: Nature walks - explore habitats, local wildlife, seasonal changes Make an insect/wildlife hotel Play out in the rain Watch nature/geog programmes like The Blue Planet Explore an Atlas together</p>		

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<p>ENGLISH: Key author/Author Study: Julia Donaldson Purpose for writing: To entertain, To instruct Key texts: Where the Wild Things Are Non Fiction texts~ Instructional texts</p>	<p>HISTORY: Geography focus only this term.</p>	<p>MATHS: Y2 ~ Place Value within 100 Addition & Subtraction to 100 Y1~Place Value within 10 and into 20 Addition & Subtraction within 10 and into 20</p>
<p>SMSC/PSE and RHE: ~Me and My Relationships Y1-how to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure. • That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others <p>About what is bullying, and how to get help.</p> <p>Y2- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> • How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others • About different types of bullying, the impact of bullying and how to get help. • 		<p>ART: DT focus only this term.</p>
<p>ICT/COMPUTING: Purple Mash Unit 2.1 Coding</p> <ul style="list-style-type: none"> • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs • 	<p>GEOGRAPHY: Name and locate 7 continents on a map. Identify and talk about hot, cold and temperate climates, including effect of the equator. Name and locate 4 countries of the UK and their capital cities & characteristics. Name and describe characteristics of UK seasons and weather. Describe ways of measuring the weather and study local weather using a weather station. Use 4 points of the compass to help us measure wind.</p> <p>MUSIC: Charagna~ Rouns and Round (1)</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
<p>Design and Technology: Explore purpose and workings of a windmill Explore and experiment with stable structures. Explore and experiment with sails Design, make and evaluate a stable model windmill with rotating sail.</p>	<p>SMSC/PSE and RSHE: ~ RE: Key Question - Who is Jewish and How do they Live? (part 1) - meaningful objects, what do Jewish people believe about God, what is a Jewish home like, comparing Jewish homes and artefacts with Christian ones, what is a special place for Jewish people?</p>	<p>BRITISH VALUES: Acceptance~Understanding and celebrating our similarities and differences. Mutual Respect~Listening to others about their families Spiritual Development~Promotion of own family's beliefs and customs. Royal family~Family tree and history of monarchy</p>

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 1 Scientist	Science Targets - A Year 2 Scientist
<ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions · make tables and charts about the weather; and make displays of what happens in the world around them, including day length, as the seasons change. · observe changes across the four seasons · observe and describe weather associated with the seasons and how day length varies. · 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) · identify, name, draw and label the basic parts of the human body and say which part of the body links with each sense. 	<ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions • 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 simple food chain, and identify and name different sources of food.
Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Recognise that it is about a place. • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Picture maps and globes • relative vocabulary (e.g. bigger/smaller, like/dislike) • relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. • places. • to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate and name on UK map major features e.g. London, River Thames, home location, seas. • Find land/sea on globe. • Use large scale OS maps. • Use an infant atlas • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Design and technology Targets- In year 1	Design and technology Targets- In year 2
<ul style="list-style-type: none"> • Develop their design ideas applying findings from their earlier research • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools e.g. scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Evaluate their product by discussing how well it works in relation to the purpose • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make • Make simple drawings and label parts • Use hand tools safely and appropriately • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Choose and use appropriate finishing techniques • Talk about their ideas, saying what they like and dislike about them

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Music Targets – A Year 1/2 Musician

- To find their singing voice and use their voices confidently.
- Sing with a sense of awareness of pulse and control of rhythm.
- Sing songs expressively.
- Follow pitch movements with their hands and use high, low and middle voices.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- Respond physically when performing, composing and appraising music.
- Identify the pulse in different pieces of music.
- Accompany a chant or song by clapping or playing the pulse or rhythm.
- To explore different sound sources.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.
- Contribute to the creation of a class composition.
- Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'
- Recognise how music can reflect different intentions.

PE Targets (Dance) – A Year 1 Dancer

- Copy, remember and repeat actions.
- Choose actions for an idea.
- Use changes of direction, speed and levels with guidance.
- Show some sense of dynamic and expressive qualities.
- Begin to use counts.

PE Targets (Dance) – A Year 2 Dancer

- Copy, remember and repeat a series of actions.
- Select from a wider range of actions in relation to a stimulus.
- Use pathways, levels, shapes, directions, speeds and timing with guidance.
- Use mirroring and unison when completing actions with a partner.
- Show a character through actions, dynamics and expression.
- Use counts with help to stay in time with the music.

Games Targets – Year 1

- Drop and catch a ball after one bounce on the move.
- Move a ball using different parts of the foot.
- Throw and roll towards a target with some varying techniques.
- Kick towards a stationary target.
- Catch a beanbag and a medium-sized ball.
- Attempt to track balls and other equipment sent to them.
- Strike a stationary ball using a racket.
- Run, stop and change direction with some balance and control.
- Recognise space in relation to others.
- Begin to use simple tactics with guidance.

Games Targets – Year 2

- Dribble a ball with two hands on the move.
- Dribble a ball with some success, stopping it when required.
- Throw and roll towards a target using varying techniques with some success.
- Show balance when kicking towards a target.
- Catch an object passed to them, with and without a bounce.
- Move to track a ball and stop it using feet with limited success.
- Strike a ball using a racket.
- Run, stop and change direction with balance and control.
- Move to space to help score goals or limit others scoring.
- Use simple tactics.

Computing Targets in Year 1

- I can give instructions to my friend and follow their instructions to move around.
- I can describe what happens when I press buttons on a robot.
- I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
- I can begin to predict what will happen for a short sequence of instructions.
- I can begin to use software/apps to create movement and patterns on a screen.
- I can use the word debug when I correct mistakes when I program.

Computing Targets in Year 2

- I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.
- I can tell you the order I need to do things to make something happen and talk about this as an algorithm.
- I can program a robot or software to do a particular task.
- I can look at my friend's program and tell you what will happen.
- I can use programming software to make objects move.
- I can watch a program execute and spot where it goes wrong so that I can debug it.