

## Amazing Australia MU PLAN~ Geography Focus

<p><b>SUCCESS CRITERIA:</b>  <b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Name and locate continents and oceans of the world.</li> <li>• Compare and contrast Australia, the UK, Townsville and Tibberton and 2 contrasting regions of Australia.</li> <li>• Describe the climates of Australia.</li> <li>• Recall facts about Australian history and culture.</li> <li>• Use colours and techniques of Barbara Weir.</li> <li>• Read world and country maps including using simple symbols and keys.</li> <li>• Name human and physical geographic features found in Australia.</li> <li>• Identify and talk about the characteristics of a range of Australian animals</li> <li>• Identify and discuss the basic needs of animals and how a habitat provides these</li> <li>• Name and describe a range of habitats</li> <li>• Describe and create simple food chains</li> </ul>	<p><b>KEY FOCUS AREAS</b></p> <p>Art~ ~ drawing in detail, choosing materials for effect. Aboriginal art and techniques~ Barbara Weir.</p> <p>Geography~ Compare and contrast UK to non-European country. Mapping~ reading a selection of maps including world map. Investigate climate and weather. Find and name continents and oceans.</p> <p>History~. History and culture of native Australians~ Aboriginal tribes.</p>	<p><b>SYNOPSIS: Week 1 - Week 7</b></p>	
		Week 1	Where is Australia and what is it like?
		Week 2	Landmarks and regions of Australia
		Week 3	Comparing a region of Australia with our locality
		Week 4	Comparing 2 contrasting regions of Australia
		Week 5	Aboriginal History, their traditions and Art
		Week 6	Aboriginal Art
		Week 7	Earth Day
		<b>Driver: OUR PLACE IN THE WORLD</b>	
<p><b>SCIENCE:</b>  <b>KS1 skills~</b>  asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment  performing simple tests, identifying and classifying  Use their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.  <b>Y1~</b> 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)  <b>Y2~</b>notice that animals, including humans, have offspring which grow into adults  find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><b>KEY QUESTIONS:</b>  Where is Australia in the world and what is its climate?  •What are the different regions and landmarks of Australia?  •How is Australia similar/different to the UK?  •Who are the Aboriginal people and what are their traditions and beliefs?  •Who was Barbara Weir and what did she do?</p>	<p><b>KEY VOCABULARY:</b>  Climate, region, temperate, desert, rainforest, tropical, Aboriginal, culture, belief  carnivores, herbivores and omnivores  Various habitats</p>	
		<b>Opportunities for Extension</b>	
	<p><b>ENRICHMENT:</b>  Go to All Things Wild Evesham~ Outback trail to see Australian animals.  Watch a variety of Australia themed, child-friendly natural history programmes eg Deadly 60, Andy's Wild Adventures on CBeebies, David Attenborough documentaries etc. National Geographic Website - <a href="http://www.natgeo/kids.com">www.natgeo/kids.com</a> Video tours of Uluru and National parks.</p>		

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<p><b>ENGLISH:</b>  <b>Purpose for writing:</b> To entertain <b>Key texts:</b> Wombat Goes Walkabout, The diary of a Wombat, What made Tiddalik Laugh. Selection of dreamtime stories.  <b>Non Fiction texts~</b> AF about Australia and Aboriginal culture, Maps <b>Poetry~</b> Scholastic resources. <b>Key author-</b> Roald Dahl</p>	<p><b>MATHS:</b>  <b>Y2 Number:</b> Fractions <b>Measures:</b> Time  <b>Y1 Measures:</b> Time <b>Number:</b> Fractions and calculation within 20</p>
<ul style="list-style-type: none"> <li>• <b>GEOGRAPHY:</b> Locate Australia on world map.</li> <li>• Identify surrounding oceans of Australia</li> <li>• Identify continent of Australia</li> <li>• Research climate, major cities, landscape and landmarks of Australia.</li> <li>• Compare Townsville to Tibberton (climate, lifestyle, landscape)</li> <li>• Compare two contrasting regions of Australia</li> <li>• Find out about and label different climate zones on world map (tropical, temperate etc)</li> <li>• Find out about the varied fauna and flora of the different regions of Australia</li> </ul>	
<p><b>MUSIC:</b> Charanga~ 'In the Groove'</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality recorded music</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>ART:</b></p> <ul style="list-style-type: none"> <li>• Study Barbara Weir, Aboriginal Artist - find out about life, inspiration, techniques and major art works.</li> <li>• Explore Aboriginal artwork, link to beliefs and traditions, learn key symbols and their meanings</li> <li>• Look at Aboriginal totems and create own totem</li> <li>• Practise, design and create own picture in Aboriginal style</li> <li>• Create an Easter card using the Aboriginal technique.</li> </ul>
<p><b>BRITISH VALUES:</b>  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.</p>	<p><b>HISTORY:</b> Aboriginal history, link to Aboriginal artist, the lost generation~ PSHE discussion</p>
<p><b>ICT/COMPUTING:</b>  Purple Mash Unit 2.6 Creating Pictures  Using 2Paint a Picture, children can create an image replicating an established style.  Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image They can combine and use multiple effects &amp; features to enhance their patterns. They can efficiently store and retrieve their work from their saved area on Purple Mash.</p>	<p><b>SMSC/PSE and RSHE: ~ Rights &amp; Responsibilities</b></p> <p><b>Y2~</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><b>Y1~</b>The conventions of courtesy and manners.  That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</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"> <li>• ask simple questions and recognise that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> <li>• 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.</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>• ask simple questions and recognise that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> <li>• The difference between living, dead and that which was never alive.</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> </ul>
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others lives</li> <li>• They know and recount episodes from stories about the past</li> <li>• Listen to adults talking about the past and ask questions</li> <li>• Think of different ways we can find out about the past</li> <li>• Communicate their knowledge through: Discussion... Drawing pictures... Writing... Debate</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences &amp; similarities between ways of life at different times</li> <li>• Communicate their knowledge through: Discussion... Drawing pictures... Writing... Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences &amp; similarities between ways of life at different times</li> <li>• Communicate their knowledge through: Discussion... Drawing pictures... Writing... Debate</li> </ul>
Art Targets - A Year 1 Artist	Art Targets - A Year 2 Artist
<ul style="list-style-type: none"> <li>• developing ideas (ONGOING)</li> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• Introduced to key works of significant artists, craftspeople or designers.</li> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk.</li> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour</li> <li>• Recognise and build a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>• Develop their ideas.</li> <li>• Introduced to key works of significant artists, craftspeople or designers.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• use a variety of techniques, eg, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>
Computing Targets ~ Year 1	Computing Targets ~ Year 2
<ul style="list-style-type: none"> <li>• I can be creative with different technology tools.</li> <li>• I can use technology to create and present my ideas.</li> <li>• I can use the keyboard or a word bank on my device to enter text.</li> <li>• I can save information in a special place and retrieve it again.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology to organise and present my ideas in different ways.</li> <li>• I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>• I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>• I can save and open files on the device I use.</li> </ul>

## Amazing Australia MU PLAN~ *Geography Focus*

Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures, aerial maps as sources of information.</li> <li>• Recognise that it is about a place.                             <ul style="list-style-type: none"> <li>• Become familiar with the uses of picture maps and globes</li> </ul> </li> <li>• relative vocabulary (e.g. bigger/smaller, like/dislike)</li> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, soil, valley, vegetation,. Key human features, including: city, town, village, factory, farm, house, office.</li> </ul>	<ul style="list-style-type: none"> <li>• Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>• Use NF books, stories, maps, aerial maps, pictures/photos and internet as sources of information.</li> <li>• Make appropriate observations about why things happen. Make simple comparisons between features of different places.</li> <li>• Use an infant atlas to locate places.</li> <li>• to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> <li>• 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</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
PE Targets - A Year 1 Athlete	PE Targets - A Year 2 Athlete
<ul style="list-style-type: none"> <li>• Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other.</li> <li>• Show determination to continue working over a longer period of time.</li> <li>• Determined to complete the challenges and tasks set.</li> <li>• Make decisions when presented with a simple challenge. E.g. move to an open space towards goal</li> <li>• Attempt to run at different speeds showing an awareness of technique.</li> <li>• Run at the appropriate speed over longer distances or for longer periods of time.</li> <li>• Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</li> <li>• Begin to link running and jumping movements with some control.</li> <li>• Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>• Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>• Throw towards a target.</li> <li>• Show some control and balance when travelling at different speeds.</li> <li>• Begin to show balance and co-ordination when changing direction.</li> <li>• Use co-ordination with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner and small group to play games and solve challenges.</li> <li>• Explore skills independently before asking for help.</li> <li>• Confident to share ideas, contribute to class discussion and perform in front of others.</li> <li>• Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</li> <li>• Show balance and co-ordination when running at different speeds.</li> <li>• Link running and jumping movements with some control and balance.</li> <li>• Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction.</li> <li>• Perform actions with increased control when co-ordinating their body with and without equipment.</li> </ul>
Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify the pulse in different pieces of music.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>• To explore different sound sources.</li> <li>• Play instruments in different ways and create sound effects. Handle and play instruments with control.</li> <li>• Contribute to the creation of a class composition.</li> <li>• Basic skills development for composition in KS1 are to be found within 'Exploring sounds'</li> <li>• Recognise how music can reflect different intentions.</li> </ul>	