**Y1 : Autumn 1& 2: Medium Term Plan**

Overall outcome

​Circle time – can the children share one similarity and one difference with a child from our key text.

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| **Curriculum areas that will be covered in stand-alone units during this topic:**  **Science**  **Maths**  **RE**  **PE**  **Phonics**  **ICT** |



**Hook:** Play rumaal chor (indian game) and Koori oni (Japanese game) and the british variations of these games (duck, duck goose and stuck in the mud).

As a class we will place photographs of the children from our key text onto a map which shows the country and continent of where they live and this will stay on the class display.

Be able to perform ‘The Continent song’ which names the 7 continents

Choose a child from the book and label the picture with their name and country. Annotate with labels or speech bubbles.

Create an accurate self portrait

Create their own book about themselves

Connections

*What are the connections to our curriculum past and present?*

*Is life the same for children*

*everywhere?*

[GOAL 6: Clean Water and Sanitation](http://www.un.org/development/desa/disabilities/envision2030-goal6.html)

GG15: Life on land

**GLOBAL** [**GOAL 16: Peace and Justice Strong Institutions**](http://www.un.org/development/desa/disabilities/envision2030-goal16.html)

**Key Vocabulary:**

**Continents, countries, same, different, compare, world, generations, culture, tradition, similarities, differences, experiences, skin tone**

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

**Texts: This is how we do it (Matt Lamothe)**

**Curriculum**

*What will we learn?*

Children will:

Know there are 7 continents

Within those continents there are countries

Explain about different foods and different school and home life and how these experiences may be similar or different to their own experiences

Know how to draw a self portrait

Know how to write an information book (y2) or speech bubbles and labels (y1)

Community

*What links can we develop‘Near and Far’?*

Consider their own daily life and learn how their experiences have both similarities and differences to other children around the world

Link to Uganda water harvesting project

Compassion

*What feelings to we wish to evoke?*

Understand that children have different experiences from across the world. Even though people may eat different food, have different families and attend very different schools we still all share some things the same.

Children may have knowledge of our twin school and have some knowledge of the children who live there

The Y2 children have experience of the world from their ‘explorers’ topic including the continents and oceans (however we are aware that due to school closure not all children may have this knowledge - we will repeat this in this topic)

Covid 19 Gap file will be used to support planning and assessment

Creativity:

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

**Areas of learning (theme/subject)**

Which subject areas will be included through this project? Literacy, Geography, Art, PHSCE, music

**Significant individuals**

**Mr Herod, Denis Agaba(GAFI Uganda)**

**Resources**

**Photographs, maps, globe, computers, skin tone coloured pencils,**