



Redbrook Hayes Community Primary School

Connected Curriculum

Key Stage 1

Where in the World is Sally the Snail?

Where in the World?



As **scientists** we will develop our skills in working scientifically through our habitats and animals.

Through this unit we will identify common habitats of living things, observing the different needs of animals and how they depend on each other, creating simple food chains.

We will identify and name common animals, describing and comparing the structure and diets of these common animals

As **geographers** we will learn about the world and its continents. We will name and locate the seven continents and five oceans which Salty travels through, investigating the equator and the impact of position on climate.

We will use our growing geographical vocabulary to identify the physical features of the places Salty visits on his journey across the globe.

As **designers** we will use our knowledge of the world to identify where food comes from and how it travels to our shops.

We will prepare some traditional dishes from around the world, to taste and evaluate using our developing cooking skills.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

British Values: Democracy, Mutual Respect and Tolerance of Other Faiths.

SMSC: Spiritual (Find about different faiths and how it affects their lives); Moral (Talk about how and why we should care for the environment); Social (Explain what I would like to do and listen to what others would like to do); Cultural (Listen to stories from other cultures, explain how I am similar and different to other children around the world).

Learning and Life Skills: Working Together, It's Up to Me!

Other Opportunities: Research countries and landmarks (Computing and Geography); Postcards (Art); Clothes for different climates (Science); Transport (History); make a moving safari vehicle (D&T); Under the sea scapes (Art); Under the sea composition (Music); Carnival masks (D&T); Religions of the world (RE); Animal portraits (Art).

Links to Literacy: *The Snail and the Whale* by Julia Donaldson, *Rainbow Fish* by Marcus Pfister, *Where the Wild Things Are* by Maurice Sendak, *Lost and Found* by Oliver Jeffers, *Tiddler* by Julia Donaldson, *The Gruffalo* by Julia Donaldson, *Farmer Duck* by Martin Waddell, *Esio Trot* by Roald Dahl, *The Great Explorer* by Chris Judge, *Meerkat Mail* by Emily Gravett, *Billy's Bucket* by Kes Gray and Garry Parsons.

Enhancement Opportunities: Educational Visits - Sea Life Centre, Invited visitors – Explorers.



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	Ask simple questions when prompted.	<i>Pupil can understand that questions can be answered by testing.</i>	<i>Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.</i>	<i>Pupil can ask simple questions that can be tested.</i>
	b) Pupils can plan an enquiry	Suggest ways of answering a question.	<i>Pupil can, with prompting, offer way of gathering evidence to answer a question.</i>	<i>Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.</i>	<i>Pupil can suggest different ways of answering question.</i>
	c) Pupils can identify and manage variables				
Conducting Experiments	a) Pupils can use equipment to take measurements	Make relevant observations.	<i>Pupil can examine objects, when prompted.</i>	<i>Pupil can examine objects to note key features, e.g. observe growth of plants they have planted.</i>	<i>Pupil can examine carefully, e.g. using a hand lens.</i>
	b) Pupils explore how to improve the quality of data	Conduct simple tests, with support.	<i>Pupil can recognise a simple scientific test.</i>	<i>Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials.</i>	<i>Pupil can conduct simple tests.</i>
	c) Pupils understand the role of repeat readings				
Recording Evidence	a) Pupils record work with diagrams and label them	With prompting, suggest how findings could be recorded	<i>Pupil can recognise the purpose of an experiment.</i>	<i>Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length.</i>	<i>Pupil can, with assistance, draw and label diagrams.</i>
	b) Pupils can display data using labelled diagrams, keys, tables and bar charts				
	c) Pupils can display data using line graphs				

Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships	Recognise findings	<i>Pupil can, with prompting, identify key findings from an enquiry.</i>	<i>Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time.</i>	<i>Pupil can identify and group key outcomes from an enquiry.</i>
	b) Pupils use displays and presentations to report on findings				
	c) Pupils explain confidence in findings				
Conclusions and	a) Pupils can analyse data	Gather and record data	<i>Pupil can collect data, when prompted.</i>	<i>Pupil can collect data, e.g. comparing and contrasting familiar plants.</i>	<i>Pupil can collect data relevant to the answering of questions.</i>
	b) Pupils can draw conclusions	Use observations to suggest answers to questions	<i>Pupil can with prompting, suggest answers to enquiry questions using data.</i>	<i>Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.</i>	<i>Pupil can answer enquiry questions using data and ideas.</i>
	c) Pupils can develop investigation further				



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	Ask simple questions.	<i>Pupil can, with prompting, ask simple questions that can be tested.</i>	<i>Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other.</i>	<i>Pupil can, with support, develop relevant, testable questions.</i>
	b) Pupils can plan an enquiry	Recognise that questions can be answered in different ways.	<i>Pupil can offer way of gathering evidence to answer a question.</i>	<i>Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes.</i>	<i>Pupil can plan enquiry, such as a comparative or fair test.</i>
	c) Pupils can identify and manage variables				
Conducting Experiments	a) Pupils can use equipment to take measurements	Observe closely, using simple equipment.	<i>Pupil can examine objects closely, e.g. pebbles.</i>	<i>Pupil can examine carefully, e.g. using a hand lens.</i>	<i>Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.</i>
	b) Pupils explore how to improve the quality of data	Perform simple tests.	<i>Pupil can, with support, conduct simple tests.</i>	<i>Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light.</i>	<i>Pupil can conduct a series of simple tests.</i>
	c) Pupils understand the role of repeat readings				
Recording Evidence	a) Pupils record work with diagrams and label them				
	b) Pupils can display data using labelled diagrams, keys, tables and bar charts	Record and communicate their findings in a range of ways and begin to use simple scientific language.	<i>Pupil can, with prompting, identify what might usefully be recorded.</i>	<i>Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb.</i>	<i>Pupil can, with prompting, draw and label diagrams.</i>
	c) Pupils can display data using line graphs				

Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships				
	b) Pupils use displays and presentations to report on findings	Identify and classify.	<i>Pupil can identify key findings from an enquiry.</i>	<i>Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.</i>	<i>Pupil can, with prompting, suggest what an enquiry shows.</i>
	c) Pupils explain confidence in findings				
Conclusions and Predictions	a) Pupils can analyse data				
	b) Pupils can draw conclusions	Gather and record data to help answer questions.	<i>Pupil can collect data.</i>	<i>Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.</i>	<i>Pupil can recognise patterns that relate to scientific ideas, when prompted.</i>
	c) Pupils can develop investigation further	Use their observations and ideas to suggest answers to questions.	<i>Pupil can suggest answers to enquiry questions using data.</i>	<i>Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.</i>	<i>Pupil can, with support, use evidence to produce simple conclusion.</i>

Science

Knowledge Progression – Key Stage 1



Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
2) Habitats provide living things with what they need.	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	<i>Identify that a habitat supplies living things with what they need.</i>	<i>Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there.</i>	<i>Explain why there may be a limit as to how many of a certain living thing can live in a particular area.</i>
	Identify and name a variety of plants and animals in their habitats, including micro-habitats	<i>Identify a limited range of living things in their habitats.</i>	<i>Identify a range of living things in habitats of various sizes.</i>	<i>Identify a range of living things and suggest why they may be found in that habitat.</i>
	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	<i>Identify a predator–prey relationship.</i>	<i>Construct a simple food chain and identify what is eating what.</i>	<i>Suggest, within a simple food chain, what might happen if one of the living things becomes scarce.</i>
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<i>Find out one thing that plants need to grow and stay healthy.</i>	<i>Explore and identify what plants need to thrive.</i>	<i>Identify the effects of a shortage of each of the things that plants need to grow and stay healthy</i>
4b) Life exists in a variety of forms and goes through cycles – Animals.	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	<i>Identify and name a limited number of common animals.</i>	<i>Name a variety of common animals.</i>	<i>Identify common features of the main groups of vertebrates.</i>

	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<i>Identify key features of one or two common animals.</i>	<i>Identify key features of a range of common animals.</i>	<i>Compare key features of familiar and unfamiliar animals.</i>
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	<i>Recognise the difference between carnivores, herbivores and omnivores.</i>	<i>Identify and group a range of familiar animals.</i>	<i>Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore.</i>
	Notice that animals, including humans, have offspring which grow into adults	<i>Recognise that all animals, including humans, have offspring.</i>	<i>Describe the relationship between adult animals and their offspring.</i>	<i>Compare and contrast adults and their offspring for different animals.</i>
	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<i>Identify the basic needs of animals, including humans, for survival (water, food and air).</i>	<i>Identify human's basic needs.</i>	<i>Suggest how the basic needs of different animals influences their choice of habitat.</i>

Geography
Geographical Skills & Enquiry – KS1



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Knowledge	The world and continents	Name and locate the world's seven continents and five oceans.	The child can recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)	The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)	The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
Understanding	Physical themes	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.)	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)	The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.)
		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.	The child can talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.)	The child can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)	The child can recognise different natural environments and describe them using a range of key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people.)

Design and Technology
Whole School Progression



**Cooking and
Nutrition**

Understand where food comes from.

Understand that all food comes from plants
or animals

Know that food has to be farmed, grown elsewhere (e.g. home) or caught.