

## Reception/KS1: Hedgehogs and Squirrels

### Spring 2: Where in the world are the Go Jettters?

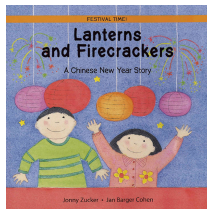
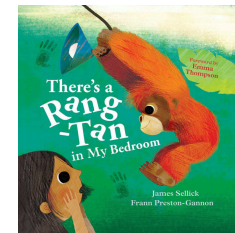
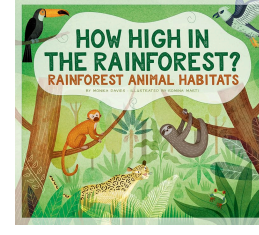
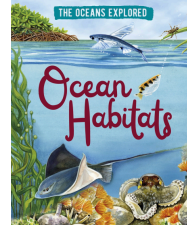
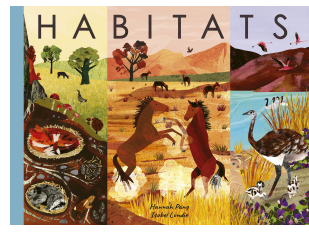
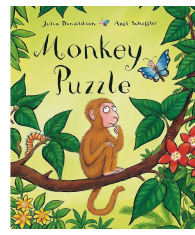
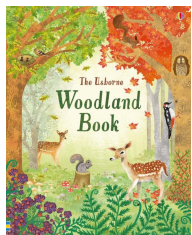
#### Prior Knowledge/Skills:

- **Geography:** In a previous unit children learnt about being part of a small, rural community. They looked at the features of a village and town and explored the different types of land use within Clawton and Holsworthy. They also explored a map of the local area and identified Holsworthy on a map of the UK.
- **Science:** Children have learnt how to classify animals and name the main characteristics of each group.
- **Art:** Children have previously learnt how to shape clay to create a thumb pot.

#### New Knowledge/Skills:

- **Geography:** Children will now learn about a non-European city and compare it to their local area.
- **Science:** Children will extend their knowledge of animals and learn about different habitats around the world.
- **Art:** Children will recap on their knowledge of how to shape clay and will learn impressing and joining techniques for decoration..

#### Key Texts:



#### Wow Beginning:

Where is Alan? Children receive a postcard from Alan explaining he has gone off to explore the world! Watch an episode of The Go Jettters from where he is.

#### Celebration:

Trip to Beer Mill to explore microhabitats.  
Enjoy a Chinese meal together.

The Learning Journey

Where in the world did the Go Jetters take Alan? What is it like there?

Subject	Vocabulary	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment
<b>Geography</b> <b>Shanghai</b>	continent, country, different, directional language e.g. near, far, next to, behind, etc. key, human feature, map physical feature, similar symbol	<b>What is it like in our local area? Can we map our local area?</b> To recognise physical and human features. To draw a sketch map.	<b>Where in the world is China and what can you see there?</b> To name and locate some continents on a world map. To identify physical and human features of a non-European country.	<b>What is Shanghai like?</b> To describe what it is like in Shanghai.	<b>How is Shanghai different from our local area?</b> To compare Shanghai to a small area of the UK.			
<b>Art</b> <b>Old Shanghai Tea House Tiles</b>	casting, ceramic, cut, detail flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot	<b>Exploring clay and making pinch pots.</b> To use my hands as a tool to shape clay. To shape a pinch pot and join clay shapes as decoration.	<b>Applying skills in clay.</b> To use impressing and joining techniques to decorate a clay tile.	<b>Designing a Tile.</b> To use drawing to plan the features of a 3D model.	<b>House Tiles.</b> To make a 3D clay tile from a drawn design.			

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<b>Science/ Outdoor Explorers</b>  <b>Living things and their habitats.</b>	alive, carnivore (Y1), dead, depend, diet (Y1), energy, food chain, growth (Y1), habitat, herbivore (Y1), life processes, mammal (Y1) omnivore (Y1), predator, prey, shelter, sort (Y1)	<b>Life Processes.</b> To identify some of the characteristics of living things. To classify objects into groups.	<b>Introduction to habitats.</b> To identify plants and animals in different habitats.	<b>Woodland Habitats.</b> To identify how a habitat provides animals and plants with what they need to survive. To carry out research to find answers to questions.	<b>Rainforest and ocean habitats</b> To recognise how animals and plants depend on each other.	<b>Food Chains.</b> To recall how animals get their food from plants and other animals.			
<b>Music</b>	call and response, dynamics, sound pattern	<b>Animal Sounds.</b> To create short sounds with varied dynamics that represent an animal.	<b>Sound Pattern Safari.</b> To copy a short sound pattern.	<b>Call and Response.</b> To explore call and response using instruments.	<b>Instrumental Response.</b> To create sound patterns based on call and response.	<b>Dynamics Performance.</b> To perform different sound patterns with contrasting dynamics.			
<b>ICT</b>  <b>Blogging (Alan's holiday)</b>	blog, internet, search engine, images, online, web browser, web page, website, world wide web, technology, internet safety	<b>One Word Search</b> To use technology purposefully to retrieve digital content in the context of using links on the Internet.	<b>For Kids</b> To use technology purposefully to create, organise, and store digital content in the context of creating images for an online blog.	<b>Links</b> To use technology purposefully to retrieve digital content in the context of using links on the Internet.	<b>Taking Photos for our Blog</b> To use technology purposefully to create, organise, and store digital content in the context of creating images for an online blog.	<b>Blogging</b> To use technology purposefully to create, organise, store and retrieve digital content in the context of adding images and text to an online blog.	<b>Comments</b> To use technology safely and respectfully and identify where to go for help and support when they have concerns about content or contact on the Internet in the context of posting comments on other people's blogs.		

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<b>PSHE</b>  <b>Rights and Respect</b>	responsibility, share, take turns, help, listen, feelings, control, erupt, safe, unsafe, uniform, gamer, internet, risk, money, spending, saving, environment, responsibility	<b>Getting on with others</b> To describe strategies for getting on with others.	<b>When I feel like erupting</b> To explain and use strategies for dealing with impulsive behaviour.	<b>Feeling Safe and Playing Games</b> To know how to stay safe online.	<b>Harold saves for something special</b> To understand that people have choices about what to do with their money.	<b>Harold goes camping</b> To understand that money can be spent on essential or non-essential items.	<b>How can we look after our environment</b> To recognise that it's everyone's responsibility to look after the environment.	
<b>PE</b>  <b>Jungle Yoga</b>	yoga, strong, muscles, story pose, stretch, pose, breathe, control, relax	<b>Performing basic yoga poses.</b>	<b>New relaxation techniques.</b>	<b>Challenging yourself in Yoga.</b>	<b>Performing poses with flexibility and control.</b>	<b>Making up yoga stories.</b>	<b>Making up yoga stories.</b>	
<b>RE</b>	Who is Muslim and how do they live?							
	Muslim, Prophet, Shahadah, Ramadan, Allah, Tawhid, Islam, Salah, Zakah, Hajj, Sawm	Who was the Prophet Muhammad and why is he important to Muslims?	What difference does worshipping God make to Muslims? The Five Pillars of Islam	What difference does worshipping God make to Muslims? How do Muslims pray?	What difference does worshipping God make to Muslims? What is the Qu'ran?	What difference does worshipping God make to Muslims? What are Zakat and Sawm?	What questions could we ask a follower of Islam?	