



## Learning Exploration: Wandering the World

The children will move on with their curriculum coverage by building on the geography and science enquiries they have previously covered in year 1 within their local area and British animals, by looking at UK coastlines. This will include learning about the historical figure Mary Anning and her fossil discoveries on the Dorset Coast. The children's learning will then migrate around the world as we look at how and why people have moved around the world. The children will explore migration by linking back to previous history learning around Mary Seacole and look at current events across the world and the need for people migrate. This will include building a knowledge of the names of the 7 continents. This will help the children to understand where they are in the world and create links to other places in preparation to their study of Brazil and comparing coastlines in the summer term.

Our animal classification and identification in science will expand to look at a wider range of habitats, visit the zoo and secure the children's learning on animal classification with a more in depth look at mammals, including humans. We will also look at another way of grouping animals into herbivores and carnivores.

### Hook into learning:

Children will visit Exmoor Zoo, to give them real-life experience of animals from around the world, and develop and use their skills of classification and observation.



## Journey through the exploration

Children will be given opportunities to answer the following questions through their Learning Exploration:

- What key body parts do humans have?
- How do humans find out about the world?
- Why do people move to different countries?
- How has the coast changed over history?
- What did discovering fossils teach Mary Anning and the rest of the world about dinosaurs?

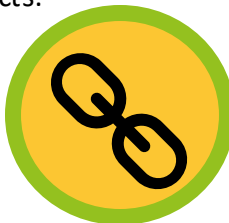




### Linked subjects

Through this exploration, learning will be linked where appropriate, including in the following subjects:

- History
- Reading
- Writing
- Geography



The following subjects will also be taught discretely during this half term:

- Science
- PSHE
- Primary Languages – French
- Computing
- RE
- PE

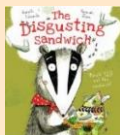
### Maths

Children will be:

- Continuing working within 20. Supporting children's recognition and understanding of teen numbers by applying addition and subtraction processes to secure number order and comparison they have worked on at the beginning of spring term.
- Exploring place value within 50. Applying their deep number sense from 1-10 to notice pattern and similarity across the tens up to 50.
- Investigate measures for length and height as well as mass and volume.

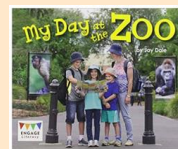
### Writing

#### Fiction



A fiction narrative with a repetitive pattern about a sandwich which becomes more disgusting with each event. The children will learn the text through story mapping and revisiting prior learning on verbs and adjectives to say what happened to the sandwich and describing what it was like next. The children will create this into their own story about a different food which becomes more and more disgusting until it is eaten. I wonder who will be brave enough to eat their disgusting food?

#### Non-fiction



A non-fiction recount of a trip to a zoo. Children will structure their sentences in sequential order to recount their own trip. They will then use their knowledge of time adverbials to plan their dream trip.

#### Opportunities for writing across the curriculum

- **History** - Question writing. What do they want to find out? Writing predictions about what we might find out.
- **Science** – Recording observations and reasoning for their decision to put into either herbivore or carnivore group.
- **Geography**- Explaining why people migrate.
- **Art** – Explore why papier mâché, clay or salt dough would be best to make a fossil sculpture with.

### Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Year 1, options this term may include:

- Trip to Exmoor Zoo
- Learning about the life of Mary Anning

### Opportunities for shared outcomes

Children will have the opportunity to produce or take part in one or more of the following:

- Fossil showcase with parents.
- Written recounts of their day at Exmoor Zoo to share at whole school celebration assembly alongside photos of the trip.



### Opportunities to address Equality, Diversity and Inclusion

Children will increase their understanding of Equality, Diversity and Inclusion, by having opportunities to:

- Understand that people may move due to choice or force, and explain some of the reasons why.
- Review known significant individual Mary Seacole and explore her reasons for migration.
- Reading the text about migration, 'Coming to England' by Floella Benjamin and learning about her family's journey moving from Trinidad to England.



### Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Ms Willson or Mrs Lees.
- See your child's class information on Seesaw.
- Contact Mr Crewe – KS1 Leader, through the school office.
- Visit the Curriculum pages on our website.
- **If you would more details of Jigsaw PSHE sessions and access to the resources that teachers will be using to deliver them, please let the office know and they can provide you with a link for your child's year group.**

