

Question: Where have you visited in the United Kingdom?

Question: Which countries are in the United Kingdom?

Question: Why is London so special?

Question: What will Barnaby Bear see in Scotland?

Question: What would Barnaby Bear see from the top of Mount Snowdon?

Question: Where will Barnaby Bear find the Giant's Causeway?

Question (reflection): What do I know about the United Kingdom?

As Geographers can we ...?

- Identify the four countries making up the United Kingdom.
- Name some of the main towns and cities in the United Kingdom.
- Describe a locality using words and pictures.
- Photographs to recognise landmarks and basic human and physical features.
- Use maps and atlases to identify features e.g. land and sea.
- Use directional language.
- Devise simple picture maps.
- Talk about the places we have visited in the UK.

As musicians can we ...?

- Listen to and appreciate different genres of music.
- Be able to clap a rhythm.
- Respond to different moods in music.

In PSHE we will...

- Be able to understand behaviors that help make the classroom a safe and happy place to learn.
- Understand the agreed classroom rules.
- Be able to name the other children in our class and take part in relationship building activities.
- Be able to describe the emotions that someone might feel when starting school and know how to ask for help.

As designers can we ...?

- Say why fruit is healthy and talk about the different food groups.
- Create a fruit jelly after investigating and researching our favourite fruits.
- Understand food hygiene and safety (hand washing, cleaning the fruit) is important.
- Use pictures and words to make simple plans.

Topic: Where in the UK is Barnaby Bear?

Science: Why are humans not like tigers?

Hook for learning: Receiving a letter from Barnaby Bear as he travels around the UK.

Sticky Words...

Geography: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Landmark, island, land, sea, beach, city, coast, globe, atlas, map, country

Science: senses, birds, fish, amphibians, reptiles, mammals, invertebrates, carnivore, omnivore, herbivore, body, animals, humans

As speakers can we ...?

- Talk about our favourite place to visit in the UK.
- Say what they like and dislike about their fruit jelly.
- Take turns and listen to what others say.
- Discuss what we have written with the teacher or other pupils.
- Read our writing aloud, clearly enough to be heard by everyone.

As writers can we ...?

- Use Fred Fingers for spelling.
- Compose a sentence orally before writing it down.
- Begin to use a capital letter and full stop to punctuate our sentences.
- Begin to spell some Year 1 common exception words.
- Leave spaces between each word.



As Scientists can we ...?

- Identify and label a variety of common animals (fish, amphibians, reptiles, mammals and birds).
- Know what carnivore, herbivore and omnivore means.
- Understand how to care for pets.
- Identify parts of the human body and say which part of the body is associated with each sense.

As mathematicians can we ...?

- Count objects to 10.
- Count and writing numbers to 10.
- Count backwards from 10 to 0.
- Count one more and one less.
- Order objects and numbers up to 10.
- Find number bonds within 10.
- Add numbers to 10 using a number line.
- Find a missing part.
- Solve addition word problems.

As athletes can we ...?

- Develop our spacial awareness.
- Keep control of a football.
- Keep moving with a football.
- Understand that we need to warm up and cool down our bodies after exercise.
- Make wide and thin shapes.
- Link two or more movements together.

In computing we will...

- E-safety- Learn about staying safe online thinking about self-image and identity.
- Understand that some people online might make us feel sad or embarrassed and who we would talk to about this.
- Learn to log in safely using our own login details.
- Create our own avatar and understand why they are used.
- Understand the idea of 'ownership' of our own work.
- Learn how to find saved work and search for resources.