

Wild Tribe Overview 2023-24

Notes

- Planning is from 'The National Curriculum Outdoors' series of books. Year 1 & 2 have a shared book and Years 3-6 have their own. The pages of the planning have been indicated below. These link to our PE Overview /provision map.
- Sessions will be scaffolded to meet the needs of the class and the resources/equipment that we have available.
- The units that have been chosen will be linked to in class learning. Below is a table that details which units are to be followed and how it links to the curriculum.

Autumn Term	Year 4	Geography – page 58		
		Overview – Reinforcing map skills: recognising positions, following a trail and creating maps using keys to find the names of cities and countries.		
		<u>Curriculum Content</u> <ul style="list-style-type: none"> • Use fieldwork to observe human and physical features in the local area using maps and plans • Use maps to focus on Europe (countries and major cities) • Use maps, atlases, globes, and digital computer mapping to locate countries • Use fieldwork to observe human and physical features in the local area • Name and locate counties and cities of United Kingdom 	<u>Natural Connections</u> <ul style="list-style-type: none"> • Enhances awareness of physical and human geographical features in the setting • Developing a sense of place • Reflecting on different environments and geographical features • Fieldwork and observational skills 	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Gaining confidence through acquiring and developing skills • Physical activity • Selecting and applying skills and tactics • Working together to solve problems • Describing and evaluating their own and other's performances
	Year 1	Music – page 212		
		Overview - Sound dynamics, percussion, beat and tempo, using body percussion and natural instruments, building up to a performance.		

		<p><u>Curriculum Content</u></p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play untuned instruments • Listen with concentration and understanding • Experiment with, create, select and combine sounds using the irrelated dimensions of music • Compare and group together different kinds of rocks based on their appearance and simple physical properties • Identify similarities, differences or changes related to simple scientific ideas and processes. • Recognise that soils are made from rock and organic matter • Ask relevant questions and use different types of scientific enquiries to answer them. • Use straightforward scientific evidence to answer questions or support their findings • Report on findings from enquiries including oral and written explanations, displays, presentations if results and conclusions • Describe in simple terms how fossils are formed when things that have lived are trapped in rock • (Geography) – Describe and understand key aspects of volcanoes 	<p><u>Natural Connections</u></p> <ul style="list-style-type: none"> • Children become rooted to the environment around them as they tap into the music of their local soundscape • Flora identification and exploration • Sense of touch • Appreciation of the seasons 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Listening skills • Physical activity • Team work • Self-regulation and independence • Risk management • Construction and creativity • Self and peer praise
Spring Term	Year 6	<p><u>Maths– page 30</u></p> <p>Overview – Compare and classify geometric shapes based on their properties and size. Recognise, describe and build simple 3D shapes. Recognise different angles. Translate shapes and describe positions on coordinate grid.</p>		

		<p><u>Curriculum Content</u></p> <ul style="list-style-type: none"> • Team building games and revise prior shape learning. • Creating regular polygons, using given dimensions and angles. • Explore properties of rectangles, perimeter and area. • Match given properties • Estimating angles on a curve • Calculating unknown angles on a straight line and in triangles • Create geometric pictures in the style of Kazimir Malevich • Identifying coordinates and translate shapes • Translating and reflecting shapes on an axis. • Explore 3D shape and shelter design • Decide which shape would best satisfy the fire triangle criteria. • Light a fire understanding and managing the risks. 	<p><u>Natural Connections</u></p> <ul style="list-style-type: none"> • Tree identification • Thinking about the natural environment 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Physical activity • Teamwork, self-regulation and independence. • Risk management • Problem-solving • Learning and applying new skills • Appreciating safe practices
	Year 3	<p>Science (Rocks, Fossils and Soils) – page 44</p> <p>Overview - The rock cycle, soils (including making a wormery) and fossils (including making fossils).</p>		
		<p><u>Curriculum Content</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks based on their appearance and simple physical properties • Identify similarities, differences or changes related to simple scientific ideas and processes. • Recognise that soils are made from rock and organic matter • Ask relevant questions and use different types of scientific enquiries to answer them. • Use straightforward scientific evidence to answer questions or support their findings • Report on findings from enquiries including oral and written explanations, displays, presentations of results and conclusions • Describe in simple terms how fossils are formed when things that have lived are trapped in rock • (Geography) – Describe and understand key aspects of volcanoes 	<p><u>Natural Connections</u></p> <ul style="list-style-type: none"> • Enhanced awareness of local natural environments and changes within them • Using observation skills, looking at patterns created by natural materials 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Physical activity • Being focussed and attentive • Team building • Emotional resilience • Independence

Summer Term	Year 2	<u>Geography (Explorers) – page 114</u>		
		Overview - Using maps and trails, using map symbols and compass directions.		
		<u>Curriculum Content</u> <ul style="list-style-type: none"> • Use simple compass directions (north, south, east, west) and locational and directional language to describe the location of features and routes on maps • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Devise a simple map • Devise a simple map and use and construct basic symbols in a key 	<u>Natural Connections</u> <ul style="list-style-type: none"> • Enhanced awareness of their local natural and build-up environment • Developing a sense of place • Understanding of human impact on the natural environment • Fieldwork and observational skills 	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Physical activity • Being focused and attentive • Enhancing practical problem-solving and teamwork skills • Thinking about community and our roles and responsibilities in society
	Year 5	<u>Geography – page 58</u>		
		Overview - Reinforcing map skills: recognising positions, following a trail and creating maps using keys to find the names of cities and countries. Using an eight-point compass.		
		<u>Curriculum Content</u> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries • Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere • Use fieldwork to locate human features in the local area • Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps • Use eight point of a compass, symbols and keys 	<u>Natural Connections</u> <ul style="list-style-type: none"> • Awareness of human and physical geographical features in the local environment • Awareness of properties and uniqueness of the world • Connection through the recognition of natural features • Tree identification 	<u>Health and Wellbeing</u> <ul style="list-style-type: none"> • Listening skills • Physical activity • Team work • Self-regulation and independence • Risk management • Construction and creativity • Self and peer praise