



## Project Overview



# Around the World in 80 Days

6 Weeks

### Rationale

Within this project, the children will **Aspire** to be an explorer! They will learn about similarities and differences between different religious and cultural **communities** in this country and around the world. They will be drawing on their experiences and what has been read in class. They will recognise that people have different beliefs and celebrate special times in different ways. The children will explore the natural world around them and describe what they see, hear and feel whilst outside, thinking about how to **nurture** these amazing things! They will start to look at different environments and notice that they are different to where we live. The children will learn about different countries in the world and talk about the differences they have experienced or seen in photos or video clips. We will finish our project to share our **successes** with a 'world party' where the children will come dressed from their favourite country.

**Hook** - Suitcase - items from around the world. Can they guess where we are visiting?

Children are transported around the world via video link. Give children their own passport, ready to travel the 7 continents.

Video message from Australia

**Outcome** - Celebrate with a world party - Children come dressed from their favourite country. Share knowledge and learning from project with each other.

### Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

### Main writing outcomes

Week 1 - Words/simple phrases - Suitcase to the Arctic.

Week 2 - Writing a List - Italian Menu

Week 3 - To draw and label a picture - Rainforest animals

Week 4 - To write a simple sentence - Hanfu Clothing Design

Week 5 - To write a simple sentence - Safari Animals

Week 6 - To write a simple sentence - Animal Fact File

### Writing skills to cover

- Writing captions and phrases
- Writing simple sentences
- Capital letters
- Finger spaces
- Full stops

### Linked Texts - TTS

#### Talk Through Stories

Week 1 - Super worm

Week 2 - Meesha Makes friends

Week 3 - How to be a Viking

Week 4 - Handa's Hen

Week 5 - Little Monkey

### Extra Texts to support

Here we are - Oliver Jeffers

Welcome to our world.

A place called home - Lonely Planet Kids.

The Journey - Jonny Marx.

| Specific Areas   |  |   |
|--|--|---|
| <p><u>Understanding of the World - Geography</u></p> <p><u>7 Continents of the World</u></p> <p><u>Maps</u></p> <p><u>Similarities and Differences</u></p> <p><u>Contrasting environments</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><u>Expressive Arts and Design</u></p> <p><u>Art from around the world</u></p> <p><u>Flags of the World</u></p> <p><u>Masks of the world</u></p> <p><u>Dances around the world</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>   | <p><u>Mathematics</u></p> <p>Measure (Length, height and weight)</p> <p>Number bonds to 10</p> <p>Subtraction</p> <p>Exploring patterns</p>   |
| Prime Areas  |  |   |
| <p><u>PSED</u></p> <p><u>An understanding of different cultures/religions</u></p> <p><u>Trying new foods/activities</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Show sensitivity to their own and to others' needs.</p>  | <p><u>Communication &amp; Language</u></p> <p><u>Asking questions about the world</u></p> <p><u>Engage with new vocabulary about the world</u></p> <p><u>Write a simple sentence</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><u>Physical Development</u></p> <p><u>Dance from different cultures</u></p> <p><u>Moving in a variety of ways.</u></p> <p><u>Using our bodies in different ways</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |
| <p>Visits and visitors -Food tasting, made pizza. Pizza Express? Takeaway? Parent Demo.</p>  |  |   |
| <p>Cultural capital; IT Mini Mash. ICT skills during PPA</p>   |  |   |

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| Maths - See Power Maths Planning.   |
| Home Learning - A Continent a week - Focus on map work, food, lifestyle, animals, landmarks and famous attractions. |