

# The Land Down Under

- Australia



# Knowledge Organiser

## DOWN UNDER – AUSTRALIA

We will be learning about famous landmarks in Australia and comparing these to the UK. We will also be locating the UK and Australia on a map, discussing the continents and oceans surrounding too. Can you sort these landmarks into UK and Australia?



### Key Vocabulary:

Habitat, animals, senses, temperature, continents, climate, oceans, mapping, reptiles, amphibians, landmarks



Australia





# Our Hook... Jonathan's Jungle!



The children asked lots of interesting questions and shared their curiosity. They enjoyed learning lots of new, fun facts!



Some children were even brave enough to hold an Australian Python!

Jonathan introduced the children to his incredible animals - including reptiles, insects and \_\_\_\_\_.



The children loved the hands on experience - feeling the textures of the different animals.











# Subject drivers: English



<b>Thursday</b> <b>WALT:</b> <ul style="list-style-type: none"> <li>Write reliably formed simple and compound sentences</li> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns</li> </ul>	<b>WILF:</b> <b>WOW words</b> <b>Capital letters</b> <b>Sounds</b> <b>Finger spaces</b> <b>Full stops</b> <b>And</b>	Remind the children of our waterfall books from last week and explain how today we will be writing our second page. Refer back to the brainstorms from last week and build a WAGOLL together of the second animal. Highlighting carefully how to make a compound sentence. Discussing the adding of -s for when we need to make a word plural such as 'a spider has 8 legs'.	CT – AFL group TA – AFL group	Magic wand time – check target
and the third person singular marker for verbs		TAs → doing a separate WAGOLL for the LA. Sound out cards to begin with and word blending. SEN use of talking tins and word walls with phase 2/3 sound mat.		
<b>Friday</b> <b>WALT:</b> <ul style="list-style-type: none"> <li>Write reliably formed simple and compound sentences</li> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>	<b>WILF:</b> <b>WOW words</b> <b>Capital letters</b> <b>Sounds</b> <b>Finger spaces</b> <b>Full stops</b> <b>And</b>	The third and final page of our waterfall books. Reminder of our key parts to our writing along with building the WAGOLL again.  TAs → doing a separate WAGOLL for the LA. Sound out cards to begin with and word blending. SEN use of talking tins and word walls with phase 2/3 sound mat.  Putting the waterfall books together to share with Year 2 in everybody reads.	CT – AFL group TA – AFL group	Award royal writer



# Subject drivers: Science

<div>  <b>Science</b>  </div> <b>Summer 2- Animals</b>					
<b>Key Ideas:</b> <ul style="list-style-type: none"> <li>Some things are living, some were once living but now dead and some things have never been alive.</li> <li>There are many different animals with different characteristics.</li> <li>Different animals and plants live in different places.</li> <li>There is variation in all living things.</li> <li>Living things are adapted to survive in different habitats.</li> </ul>					
Learning Objectives	Success Criteria	Introduction	Main Activity	Plenary	Resources
<b>Chn</b> researching facts about an Australian animal during Literacy sessions. <a href="https://central.espresso.co.uk/espresso/modules/t1_passport/australia/factfile_animals.html">https://central.espresso.co.uk/espresso/modules/t1_passport/australia/factfile_animals.html</a>					
<b>Session 1</b> <b>WALT:</b> understand that different animals have different characteristics.  <b>Week 3 Mon am</b>	<b>WILF:</b> Science thinking Speaking clearly Listening to others. Explaining ideas.	Odd-one-out- 4 different animals- which is the odd-one-out and why?  Q What is different about the animals? Q What is the same?  <b>CF/WK/JM</b> → <b>Post it notes</b>	<b>Table Tops:</b> Sorting animals into <b>vs</b> diagrams and deciding on criteria for <b>vs</b> diagram Draw and write about your favourite animal. <b>Laptops-</b> draw and label an animal on 2publish. <b>Books-</b> Have a selection of animal books from the library. <b>Teacher job-</b> Have animals on the table and talk about the different characteristics and how they are similar and different. Post it note responses ☺	Get children to share their favourite animals.	-Venn hoops -animals to sort -Odd one out flipchart -laptops
<b>Session 2</b> <b>WALT:</b> understand that some things are living, some were once living but now dead and some things have never been alive.  <b>Tuesday AM</b>	<b>WILF:</b> observation skills, recording, classifying.	How do we know if something is alive?  List answers on IWB (see flipchart) in 2 columns (some living things do this/all living things do this)  Show activity on next page Highlight different headings <b>living, was once living and is now dead and has never been alive.</b> Ask <b>chn</b> to define these terms using their own words.  What about this wooden table?	<b>LSAs:</b> <b>chn</b> to record different things they see and classify them into <b>living / once living / never lived.</b> LSAs to take children in small groups to the pond area and fill in sheet.  <b>Table tops</b> <ol style="list-style-type: none"> <li>Sorting materials into alive and never alive</li> <li>Making a habitat to match an animal (<b>construction/drawing</b>)</li> <li>Comparing 2 animals sheet</li> <li>Habitats <b>wordsearch (twinkl)</b> - then use the habitat you've found in a sentence.</li> </ol>	<b>chn</b> to share their ideas. Do you agree disagree? Why?	Record sheet. <b>Minibeast</b> bits



<b>WALT</b> understand that some things are living, some things were once living but are now dead and some things were never alive. June 2023, Independent		
Living	Once living but now dead	Never alive

<b>Session 3</b> <b>WALT:</b> understand that living things	<b>WILF:</b> Science thinking	Stick habitat pics around the outdoor classroom/ amphitheatre/ hall room - give each child an animal. They must stand by the habitat their animal would live in.	<b>Computers:</b> <a href="http://pbskids.org/wildkratts/habitats/">http://pbskids.org/wildkratts/habitats/</a> <b>Writing table:</b> <b>chn</b> Animal wanted posters.	Guess the animal- <b>chn</b> have to guess the animal from the clues.	-Power point
<b>adapt to survive in different habitats.</b>  <b>Week 3 Tues PM</b>	<b>Speaking clearly</b> <b>Listening to others.</b> <b>Explaining ideas.</b>	<b>8-14</b> - give an animal that could be found / survive in a number of habitats.  Q Do all animals live in the same places? Countries?  Adaptation power point. <a href="https://www.youtube.com/watch?v=hfkS0AZGbXI">https://www.youtube.com/watch?v=hfkS0AZGbXI</a> Watch about the Arctic Hare. How is the Arctic Hare suited to living in the Arctic? e.g. fur that changes colour to protect them from predators.	<b>Around the room:</b> <b>chn</b> Habitat pictures stuck around the room- <b>chn</b> to write the different animals that live there on post-its and stick them on to the pictures. <b>chn</b> Habitat drawing. Have the animals out and <b>chn</b> to build correct habitats for their animals to live in. <b>chn</b> Animals out on tables and laminated habitat pictures out for <b>chn</b> to sort animals into and write a sentence about how it is suited to living there.	<b>chn</b> to find their small world animal and buddy up with someone who had the same animal. Did they find the same adaptations? Did one of them think of something extra?	-Small world animals -Wanted posters -Habitat pics -C & M - pencils or points
<b>Session 4</b> <b>WALT:</b> understand that living things have adapted to survive in different habitats.  <b>Week 3 Friday AM</b>	<b>WILF:</b> Science thinking Speaking clearly Listening to others. Explaining ideas.	Match the animal to the habitat and climate! How are the animals adapted to their habitat and climate?  Explain activity.	<b>Main activity:</b> Choose a small world animal to write about (have a variety of different animals from cold and hot places). <b>chn</b> to draw the animals and list 2 ways that animal is suited to its habitat. <b>Table Tops:</b> <b>chn</b> Animals out on tables and <b>chn</b> to write post-its on how the animal has adapted to its habitat. <b>C&amp;M:</b> <b>chn</b> Habitat drawing with animals in. <b>Construction:</b> <b>chn</b> Have the animals out and <b>chn</b> to build correct habitats for their animals to live in. <b>Writing table:</b> <b>chn</b> <b>Computers:</b> Use 2 simple to draw and write about an animal of their choice and how it is adapted.	<b>chn</b> to find their small world animal and buddy up with someone who had the same animal. Did they find the same adaptations? Did one of them think of something extra?	-Small world animals -Post-its. -Animal sheet -Match the animal power point
<b>Session 5</b> <b>WALT:</b> understand that animals from the same group have different characteristics.  <b>Week 4 Fri pm</b>	<b>WILF:</b> Science thinking Speaking clearly Listening to others. Explaining ideas.	What are the different animal groups? Have labels ready for sorting. (Birds, Insect, Fish, Mammal, Amphibian, Reptile). Sort some animals by these criteria. <b>PHOTO</b> for book (with sticker)  Choose 4 animals from one animal group and talk about what is similar and what is different about them. Explain that this is called variation.  Ask 4 <b>chn</b> to stand at the front. What do these animals have in common?	<b>Main activity</b> → Complete comparison sheets <b>Computers:</b> <a href="http://www.crickweb.co.uk/ks1science.html#groupinganimals">http://www.crickweb.co.uk/ks1science.html#groupinganimals</a> <a href="http://www.bbc.co.uk/schools/scienceclips/ages/6_7/variation_fs.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/6_7/variation_fs.shtml</a> <b>Construction:</b> <b>chn</b> Making animals using construction - don't forget key characteristics - can a friend guess what animal you have made? <b>Role play / Small world / Great Barrier Reef / Swamp:</b> <b>chn</b>	Variation quiz - power point.	-Sketch Books. -Animal patterns. -Animal group names for sorting.

## Odd One Out

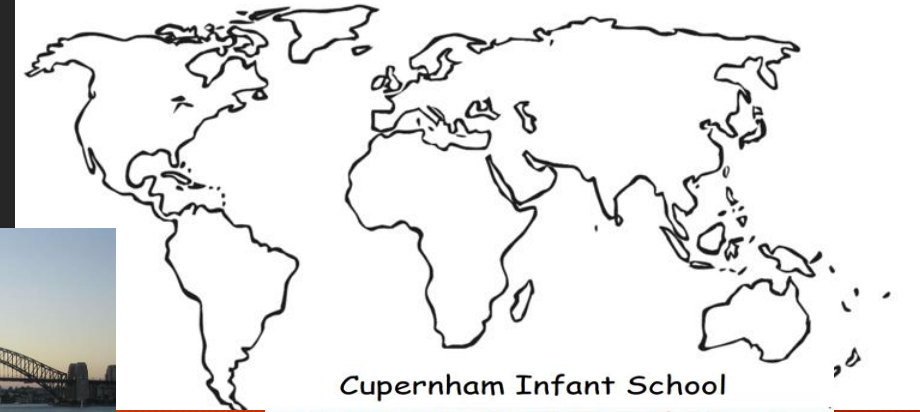




# Subject Driver: Geography

8.6.23

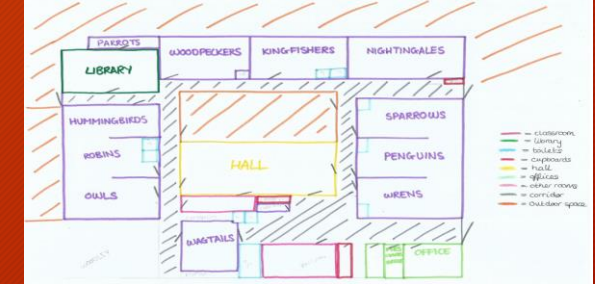
WALT use a map to identify the UK and Australia.





Cupernham Infant School



What do you think this building is?



<div>  <div> <b>Geography</b>                      Summer 1- Australia                 </div>  </div>			
Learning Objectives			
<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Devise a simple map, and use and construct basic symbols in a key.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>			
Learning Objectives	Introduction	Main Activity	Plenary
<b>WALT:</b> locate the UK and Australia on the map.  <b>WILF:</b> Continent, Ocean, England, London, Australia, Canberra  <b>Week 1 Thurs PM</b>	Introduce topic! Does anyone know anything about Australia? How could we travel to Australia? Have you travelled on an aeroplane before? How long would it take to fly to Australia?  Flying to Australia PowerPoint!  Drama: (Use power point) Once in Australia to become a tour guide. Take class to Sydney, Bondi Beach, Great Barrier Reef, Fraser Island, Outback, Rainforest.	<b>EG/MC/CH:</b> using an atlas / map to find the UK on a map and finding Australia. To look at a map of Australia and locate Sydney, Canberra and Perth. Map quizzing and using an atlas. Make sure they can locate Australia and UK in the atlas and use the atlas to gather information.  Table activities- <ul style="list-style-type: none"> <li>Australia flag bunting</li> <li>Australia continent outline to do aboriginal art in</li> <li>Construction- build an animal we met in Jonathon's jungle and write a label for it or a <b>factfile</b></li> <li>Matching labels to Australian animals</li> <li>Computers- draw and write a fact about an Australian animal.</li> </ul>	Create a class mind map of information we already know about Australia and questions for finding out about Australia.
<b>WALT:</b> recognise different landmarks in Australia.  <b>Week 2 Tues PM</b>	Recap with children learning from yesterday with video- <a href="https://www.youtube.com/watch?v=aRfpBANdgQQ">https://www.youtube.com/watch?v=aRfpBANdgQQ</a> What is a landmark? Can they recall what man-made or natural means?  Explain we are going to learn about the landmarks in Australia. Use PPT to go through landmarks.	<b>PLEASE CAN YOU TAKE PHOTOS OF CHN ONCE THEY HAVE MADE AN AUSTRALIAN LANDMARK?</b> Explain that this is a must do so all <b>chn</b> must make one, whether it is painted, drawn or built etc.  <b>Writing table:</b> Passports/ Postcards from Australia <b>Table top:</b> Landmark drawing. <b>Table top:</b> Australian landmark puzzles / Landmark snap / Maps, Atlases etc. <b>Computers:</b> Australia Fact file.	Australia or not Australia? Stick a sign on one wall that reads 'Australia' and on the opposite wall stick a sign that reads 'not Australia.'  Display different landmarks on IWB- <b>chn</b> decide where they think the landmark is from and move to the wall.
<b>Construction:</b> On the carpet in each room - <b>chn</b> can build landmarks from construction.			
<b>WALT:</b> compare Australia and England. <b>WALT:</b> talk about the weather and compare different weathers.  <b>WILF:</b> similar, different  <b>Week 2 Thurs PM</b>	Recap Australia learning so far and if we have answered any of our curious questions.  Close your eyes - imagine you are in Australia - where are you? What do you think you could see, hear, <b>smell</b> ? What would the weather be like? What might the people wear? What buildings may be around? Would they be speaking English or a different language?  Tell your talk partner what you were imagining. Talk about the differences in weather. Find out more about the weather here, find out about the weather in Australia.	<b>EG/CG/MC:</b> Have pictures of England and pictures of Australia. Call <b>chn</b> over in groups and on one big piece of sugar paper write similarities and differences between the 2. <b>Chn</b> can use atlases, internet, books etc to find out the information. <b>Computers:</b> Postcards on 2publish to be saved and printed. <b>IWB:</b> espresso weather forecast for <b>chn</b> to act out. <b>Table activity:</b> Weather report sheets.	<a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia-zjrtscw">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia-zjrtscw</a> Watch video and come up with similarities and differences.

<b>WALT:</b> where the hot and cold countries are.  <b>WILF:</b> climate, equator,  <b>Week 2 Fri am</b>	Hot and cold climates PowerPoint. Explain challenge!  Explain that different between the weather and the climate- Climate is what it is like most of the time e.g. warm, tropical, <b>cold</b> . The weather describes what it is like day to day e.g. sunny, snowy.	<b>Table Top:</b> <b>WK/CF/IM</b> Have a world map on table. Have cards with different countries on and pictures (with weather in pics so we can see whether it is hot or cold). Atlases out also so with <b>chn</b> we can research the countries and their climate further. Put the cards onto the map so we can see where the hot and cold countries are. <b>PHOTOS AND POST ITS</b> <b>Outside:</b> Check and measure rainfall, measure wind direction. <b>IWB:</b> espresso weather forecast for <b>chn</b> to act out.	<b>Chn</b> to report back to class about what they found out and use Climates around the world PowerPoint to support and look at a few different countries.
<b>WALT:</b> draw a map.  <b>WILF:</b> what makes a good map? Key  <b>Week 2 Fri pm</b>	Look at maps flipchart. What do we use maps for? Ask <b>chn</b> to tell you what they can see. Talk about what the little pictures mean. How do we know?  Key information: <ul style="list-style-type: none"> <li>- Maps often have a title, labels and Symbols</li> <li>- Maps often have a compass showing north, south, east and west</li> <li>- Maps give us information about places</li> <li>- Maps are drawn from an aerial view</li> <li>- Maps contain symbols which are explained in the key</li> </ul>	<b>Table Top:</b> <b>EG/MC/CH</b> Draw a map of the classroom. (These may not be accurate but introduces the idea of space, distance and location etc. Allow time to draft and redraft!) <b>Chn</b> will need a key to show what is what! Show your map to the person next to you - do your maps look the same / similar? Encourage <b>chn</b> to move around the classroom to check they have included everything! <b>Outside:</b> Check and measure rainfall, measure wind direction. <b>IWB:</b> espresso weather forecast for <b>chn</b> to act out. <b>Table Top:</b> Maps on tables for <b>chn</b> to look at / draw on etc. <b>C &amp; M:</b> Junk modelling our school and grounds. <b>Construction:</b> Create a town <b>Carpet:</b> Get the road / town car mats out. <b>Computers:</b> Mapping program	In groups give <b>chn</b> a map to follow and something they need to find once they have followed the map correctly. (in the school grounds and playground)



# Subject Driver: Art



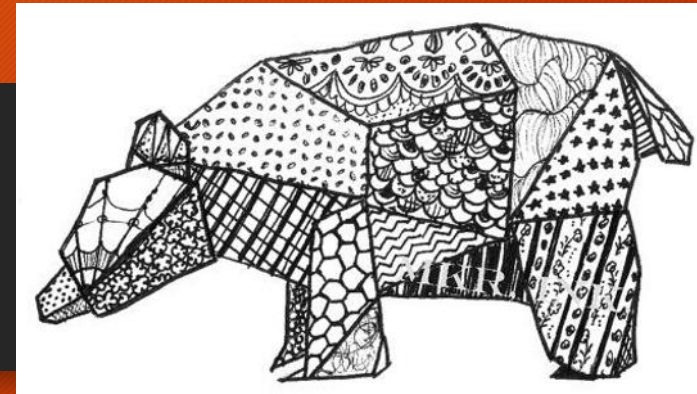
## Art Medium Term Planning Summer 2 - Australia



### Learning Objectives:-

- WALT: recognise a pattern.
- WALT: continue a pattern.
- WALT: think about art in different cultures
- WALT: use different art styles

Learning Objectives	Introduction	Main Activity	Plenary
<p>WALT: recognise a pattern.</p> <p>WALT: continue a pattern.</p> <p>Week 1 Tuesday all</p>	<p>Model the activity. Show the children a selection of animal print papers and get them to think which animal they are from.</p> <p>Model how to continue the pattern in their sketch books.</p>	<p>Main activity:</p> <p>Provide the children with an animal pattern. Stick it into their sketch book. They are to continue the pattern using different media - crayon, pencil and pen.</p> <p><b>JONATHAN'S JUNGLE DAY!!!</b></p>	<p>'Gallery walk about'</p> <p>Chg to look @ each others prints</p> <p><u>Resources needed</u> -</p> <p>Pens</p> <p>Crayons</p> <p>Glue</p> <p>Animal print paper</p> <p>Sketch books</p>
<p>WALT: use different art styles</p> <p>Week 1 Tuesday</p>	<p>Introduce the children to Nic McLean who is a doodle artist. What do you notice about Nic's work?</p> <p>Show the <u>coverpaint</u> showing examples of the art work.</p> <p>Explore different patterns that we can make using different tools and colours (large sugar paper and different crayons/pens/pastels etc)</p>	<p>Main activity:</p> <p>Explore different patterns that we can make using different tools and colours (large sugar paper and different crayons/pens/pastels etc)</p> <p>Talk about the different animals that you may find in Australia - we are going to have a go at making our own piece of doodle art. Give the children some animal outlines and get them to have a go at drawing their own outline to fill with doodles. Make some animals large (work as teams) and some small (pairs or on own).</p> <p><u>ADDITIONAL ACTIVITIES</u></p>	<p>Show examples of the children work and explain that we are going to be putting up a big display of all of their art work.</p> <p><u>Resources needed</u> -</p> <p>Paper</p> <p>Black fine pens</p>



		<ul style="list-style-type: none"> <li>Animal sketching - photos of Australian animals for the children to have a go at drawing.</li> <li>Different crayons etc to have a go at doodling and patterns</li> <li>Small world - Australian outback</li> <li>Australia books</li> <li>Outside to have a go at doodling</li> </ul> <p><b>JONATHAN'S JUNGLE DAY!!!</b></p>	
<p>WALT: think about art in different cultures</p> <p>Week 1 Wednesday AM alongside Geography</p>	<p>Show the <u>pat</u> which is about what aboriginal art is and where it comes from.</p> <p>Talk about the colours that they use and the colours that the children could use for their own aboriginal artwork.</p>	<p>Main activity:</p> <p>Explore different colours and ways to mix colours. Have a practice using pencils and straws to create patterns and pictures.</p> <p>Explore different shapes and animals etc.</p> <p>Talk about the shapes and tools that can be used to make different patterns. MUST PRINT in this session tool</p>	<p>Show the <u>pat</u> about where aboriginal art work would have been found. Explain that it often tells a story. Cave walls etc.</p> <p><u>Resources needed</u> -</p> <p>Paint</p> <p>Straws</p> <p>Pencils</p> <p>Paper</p> <p>Animal outlines</p>
<p>WALT: make a repeating pattern by printing</p> <p>WALT: weave</p> <p>Week 1 Friday</p>	<p>Talk to the children about aboriginal art and the work we did in the previous week. Talk about how we are going to weave some of the aboriginal art from before and place animals on top of it to create art.</p>	<p>Templates of Australian animals for the children to draw around and cut out. Add embellishments to animal template cut outs etc buttons for snake scales etc.</p> <p>Explain that some of us will be doing that and some will be weaving the Aboriginal artwork from the previous sessions.</p> <p><u>ADDITIONAL ACTIVITIES</u></p> <ul style="list-style-type: none"> <li>Animal sketching - photos of Australian animals for the children to have a go at drawing.</li> </ul>	<p>Piece art together...aim to produce 5 per class @</p>
		<ul style="list-style-type: none"> <li>Different crayons etc to have a go at doodling and patterns</li> <li>Small world - Australian outback</li> <li>Australia books</li> <li>Outlines for doodle art continued</li> </ul>	



# Pupil voice on the topic

I liked writing our fact file - all about the Australian animals.

I enjoyed using the Atlas to find Australia.

Australia is a country and it is the smallest continent!

I really enjoyed Jonathon's Jungle; learning about Australian animals.



I enjoyed building Australian landmarks - my favourite was Sydney Harbour Bridge!