



What A Waste!

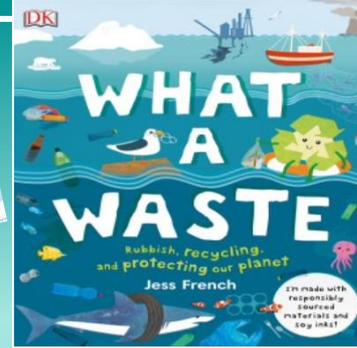
(The environment, how we can respect it and a location study of Marrakech, Morocco)



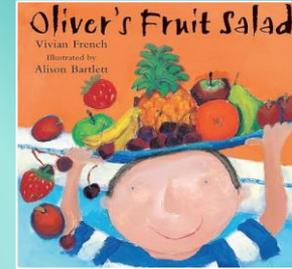
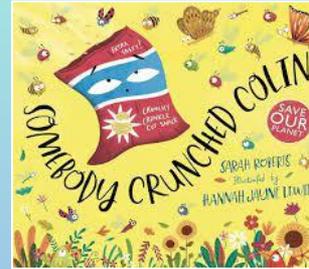
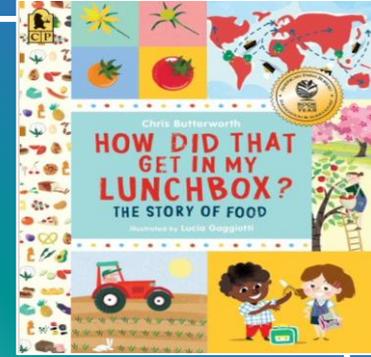
Year 1 Spring 2

Key Vocabulary

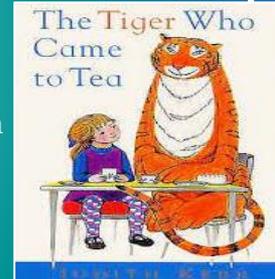
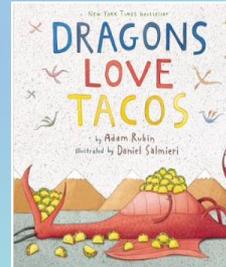
Waste	Rubbish
Pollution	Ways our environment is being hurt, for example by rubbish or dirty air from cars.
Environment	Everything around us. It can be living things like plants and animals and non-living things like mountains, soil and the sea.
Packaging	What food is wrapped up in to protect it.
Sustainable	Does not hurt the environment.
Biodegradable	An object can break down naturally without having a hurting the environment.
Recycle	Turn some rubbish into something new.
Restaurant	A place where people pay to sit and eat meals that are cooked and served there.
Food miles	How far food travels to use before we eat it.
Morocco	A country in Africa.
Marrakech	The capital city of Morocco.
Mountains	Enormous pieces of rock which are high above the land. They can have snow at the top.
Desert	Land where it is very dry and there is not much water. They are usually hot and have lots of sand.



Our focus texts
Other books we'll be enjoying!



We will be creating our own Moroccan themed class restaurant, and you will be invited to come and dine. Watch this space! Our restaurant will be planet friendly, as we will be using locally sourced, sustainable ingredients.



In Phonics we will be learning



Science - Knowledge, understanding and skills developed

The Human Body

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Working scientifically

- Asking simple questions and recognising that they can be answered in different ways.
- performing simple tests.
- Using their observations and ideas to suggest answers to questions.
- gathering and recording data to help in answering questions.



Geography - Knowledge, understanding and skills developed

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (*Shoreham*), and of a small area in a contrasting non-European country (*Marrakech, Morocco*).

Human and physical

- Identify seasonal weather patterns

Geographical skills and fieldwork

- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of *Buckingham Park*.

History - Knowledge, understanding and skills developed

Chronological understanding

- Show an awareness of the past, using common words and phrases (*before, after, past, present, then, now, a long time ago*).

Historical enquiry

- Changes within living memory (*the invention of plastic*).

Organisation and communication

- Speak about how he/she has found out about the past.



Computing - Knowledge, understanding and skills developed

Using Computers

- Recognise common uses of information technology beyond school (*pictograms*).
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use logical reasoning to predict the behaviour of simple programs.

E-safety

- Use technology safely and keep personal information private.
- Identify where to go for help when they have concerns.

DT - Knowledge, understanding and skills developed - Food

- The body needs nutrients to be healthy.
- Develop and communicate ideas through talking, drawing and planning.
- Design a dish based on design criteria (*Moroccan inspired food which is linked with Geography learning*).
- Food hygiene (*hand washing, using clean utensils and clearing away*).
- Use utensils to safely peel, cut, slice, squeeze and heat ingredients to prepare food.
- Taste and evaluate their products against design criteria.