

Appendix 2

Key Stage One Panwapa Curriculum Map

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p>Citizenship/PSHE Citizenship QCA Unit 05: Living in a diverse world</p> <p>PSHE/Citizenship QCA Unit 02 a,e,f</p> <p>SEAL-New Beginnings: Developing skills of communication & participation Valuing diversity & challenging racism</p>	<ul style="list-style-type: none"> ▪ to recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our membership of different groups ▪ to take turns in speaking and to respond appropriately to others ▪ that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc ▪ to develop strategies to deal with prejudice, including racism, and to support others who encounter it ▪ to know about different communities, including family and school ▪ to discuss and communicate their feelings and opinions about their communities ▪ to recognise and respect 	<p>Demonstrate respect for difference and communicate this to others</p> <p>Understand that some people are threatened by difference</p> <p>Know that it is wrong to tease someone because they are different, including because of their race</p> <p>Develop strategies to support others who may encounter prejudice or discrimination</p> <p>Discuss and express their feelings using appropriate language</p> <p>Recognise and respect each other's needs and differences</p> <p>Recognise and respect diversity within their local community</p> <p>Understand that they belong to different groups and communities, including school and family</p> <p>Begin to develop a sense of empathy and commonality with people in other places</p> <p>Devise questions for a citizenship</p>	<p>Video clips</p> <ul style="list-style-type: none"> ▪ Hello Panwapa Island ▪ Speaking like sheep ▪ Baa to the sun, sing to the moon ▪ Snow story <p>Movie clips</p> <ul style="list-style-type: none"> ▪ Moses from Tanzania (schooling and learning another language) ▪ Juan Pablo from Guatemala (education as a basic right for children) ▪ Kamia from Idaho (water needed for life) ▪ Shahinoor from Bangladesh (making toys from coconut leaves) ▪ Oleg from Siberia (different homes and moving houses) ▪ Shem Ping from Mongolia (living in the grasslands, types of food and drink) <p>Caregivers Information Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal Lessons 1&2 ▪ Who am I? ▪ Formal Lesson 3 ▪ Where do I live? ▪ Formal Lesson 4 ▪ Needs and wants around the world

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
	<p>diversity within their communities</p> <ul style="list-style-type: none"> ▪ to work in pairs or small groups to share their views ▪ to know about different places, drawing on their own and others' experience ▪ to devise an enquiry into life in another type of community ▪ to know that there are similarities, as well as differences, between communities in other parts of the world and our own ▪ to understand that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level ▪ to reflect on what they have learnt about their identities, their communities and how places in the world are connected 	<p>enquiry</p> <p>Begin to consider the feelings and points of view of others, both in their own community and the wider world</p> <p>Begin to recognise and respect the similarities and differences between people in different places</p> <p>Identify ways in which they are connected to people and places throughout the world</p> <p>Understand that they belong to different groups and communities at a variety of levels, from the family/class to the 'global community'</p> <p>Review, evaluate and communicate what they have learnt about diversity and how places in the world are connected</p>	<ul style="list-style-type: none"> ▪ Formal Lesson 5 Welcome to my local area ▪ Formal Lesson 6 How do we communicate? ▪ Formal Lesson 7 What are our customs? ▪ Formal Lesson 8 Learning around the world ▪ Formal Lesson 9 Teamwork ▪ Lesson 10 What can we do? <p>Online activities</p> <ul style="list-style-type: none"> ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Designing own flags as a Panwapa kid ▪ Panwapa whole school Global Citizenship week ▪ Hide & Seek ▪ World Tour ▪ Games around the world ▪ Panwapa board game for gp/individ ▪ Circle domino game

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
	<ul style="list-style-type: none">▪ to listen to and reflect on the words of others in the class		

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p style="text-align: center;">RE</p> <p>RE QCA Unit 1A: What does it mean to belong? – Generic</p> <p>RE: unit 2D “Visiting a place of worship – generic” in the scheme of work</p>	<ul style="list-style-type: none"> ▪ to know about ways in which they belong ▪ to understand how belonging is expressed and made explicit ▪ to know about the concept of belonging to their families ▪ to know that there are a number of religions in the world ▪ to understand that religious people feel they belong to a faith ▪ to know that religious people have different ways of showing that they belong to their faith 	<p>Brainstorm areas to which they belong</p> <p>Identify ways in which they show belonging</p> <p>Draw on their own experience to identify what is involved in belonging to a family</p> <p>Know that religious people belong to a faith</p> <p>Identify an example of something that is worn by a religious person to show that they belong</p>	<p>Video clips</p> <ul style="list-style-type: none"> ▪ Hello Panwapa Island ▪ Baa to the sun, sing to the moon <p>Movie clips</p> <ul style="list-style-type: none"> ▪ Hannah from Israel (visiting the clock tower and designing a new clock face at school) <p>Caregivers Information Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal lesson 3 Where do I live? ▪ Formal Lesson 5 Welcome to my local area ▪ Formal lesson 7 What are our customs? ▪ Formal Lesson 8 Learning around the world <p>Online activities</p> <ul style="list-style-type: none"> ▪ Panwapa whole school Global Citizenship week ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Making a flag ▪ Panwapa board game ▪ World tour ▪ Panwapa magazine games & activities

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p style="text-align: center;">ICT</p> <p>ICT QCA Unit 1C: The information around us</p> <p>ICT QCA Unit 1E: Representing information graphically: pictograms</p> <p>ICT QCA Unit 2C: Finding information</p> <p>ICT QCA Unit 2E: Questions and Answers</p>	<ul style="list-style-type: none"> ▪ key idea: that information comes from a variety of sources and can be presented in a variety of forms ▪ key idea: that computers use icons to provide information and instructions ▪ key idea: that data can be collected and presented as pictograms ▪ key idea: that data represented graphically can be easier to understand than textual data ▪ technique: to use pictograms to answer simple questions ▪ key idea: that ICT can be used to create pictograms ▪ technique: to search using menus ▪ key idea: that information can be connected in different ways at the same time ▪ key idea: that 	<p>Recognise that different materials can provide information</p> <p>Know that they can find information from various sources</p> <p>Know what information is conveyed by some of the icons used in computer software</p> <p>Recognise that there is a connection between data collected, sorted and classified, and a pictogram</p> <p>Recognise that data can be represented by pictograms and that the longer the column in a pictogram the higher the number</p> <p>Use a pictogram to help answer simple questions</p> <p>Enter data into a graphing package to create a pictogram and use it to find answers to simple questions</p> <p>Use menus to locate information</p> <p>Feel confident navigating a CD-ROM</p> <p>Use hot links and hyperlinks</p>	<ul style="list-style-type: none"> ▪ Video clips ▪ Movie Clips <p>Caregivers Information</p> <p>Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal Lessons 1&2 Who am I? <p>Online activities</p> <ul style="list-style-type: none"> ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Panwapa whole school Global Citizenship week ▪ World tour ▪ Panwapa magazine games & activities ▪ Treasure hunt

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
	<p>information can be represented as graphs but that this can only provide limited answers to questions</p> <ul style="list-style-type: none"> ▪ key idea: that there are different types of questions which can be answered in different ways ▪ technique: to use hot links or hyperlinks to navigate a CD-ROM ▪ key idea: that information can be represented as graphs but that this can only provide limited answers to questions ▪ key idea: that there are different types of questions which can be answered in different ways 	<p>Understand that a simple graphing program has limitations in the features that it provides and it cannot answer some specific questions</p> <p>Understand what is meant by 'information'</p> <p>Construct questions</p> <p>Suggest plausible answers</p> <p>Understand the difference between questions and answers</p> <p>Ask questions that comply with the rule that it can only have a yes or no answer</p>	
<p>Geography GEOGRAPHY QCA</p>	<ul style="list-style-type: none"> ▪ to identify the physical and human features of a place ▪ to identify how an island 	<p>Locate Panwapa island on a globe</p> <p>Become aware of the nature and character of an environment different</p>	<p>Video clips</p> <ul style="list-style-type: none"> ▪ Come and find Panwapa Island (song) ▪ Hello Panwapa island ▪ Speaking like sheep

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p>Unit 3: An island home</p> <p>Geography QCA unit 5: Where in the world is Barnaby bear</p>	<p>is different from the mainland</p> <ul style="list-style-type: none"> ▪ to understand that the world extends outside their locality ▪ to recognise similarities and differences and communicate them ▪ to identify likes and dislikes about a place ▪ to locate a variety of places at home and abroad ▪ to find places on a map ▪ to recognise features of places ▪ to identify types of weather experienced in places and seasonal change and their effects on people 	<p>from their own</p> <p>Identify main features and places of interest and construct a map to record them</p> <p>Recognise and understand similar and different features of two contrasting places</p> <p>Use reasoned arguments and discussion to make an informed personal choice</p> <p>Express their views about Panwapa</p> <p>Identify a variety of places around the world</p> <p>Begin to understand the concept of visiting other places</p> <p>Understand that other places may be different from their own locality</p> <p>Show an interest in the world around them</p> <p>Develop a deeper understanding of the notion of travel to other places</p> <p>Understand that weather conditions in other countries may be different from those they are experiencing at the</p>	<ul style="list-style-type: none"> ▪ Snow story <p>Movie clips</p> <ul style="list-style-type: none"> ▪ Juan Pablo from Guatemala (Look at rainforest environment) ▪ Shem Ping from Mongolia (Look at grasslands environment) ▪ Kamia from Idaho (Look at desert environment) ▪ Moses from Tanzania (learning another language at school) ▪ Oleg from Siberia (moving homes) ▪ Hannah from Israel (designing a new clock face at school) ▪ Shahinoor from Bangladesh (making toys from coconut leaves) ▪ Joao from Angola (catching fish) <p>Caregivers Information</p> <p>Teachers guide</p> <ul style="list-style-type: none"> ▪ Informal lesson 2 ▪ Let's travel ▪ Formal lesson 9 <p>Teamwork (Based upon Speaking like sheep video clip)</p> <p>Online activities</p> <ul style="list-style-type: none"> ▪ Panwapa whole school Global Citizenship week ▪ Panwapa board game

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
		<p>same time</p> <p>Are aware of similarities and differences between other countries and their own</p>	<ul style="list-style-type: none"> ▪ World tour ▪ Panwapa magazine games & activities ▪ Treasure hunt
<p>Art and Design</p> <p>Art and design: unit 1A "Self-portrait" in the scheme of work</p>	<ul style="list-style-type: none"> ▪ to represent observations, ideas and feelings, and design and make a painting 	<p>Plan, compose and make a self-portrait painting</p>	<p>Caregivers Information Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal Lessons 1&2 Who am I? <p>Online activities</p> <ul style="list-style-type: none"> ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Making a flag ▪ Panwapa whole school Global Citizenship week
<p>Design and Technology</p>	<ul style="list-style-type: none"> ▪ to know that we live in many different types of homes ▪ to know the main features of different buildings 	<p>Recognise and name some different types of homes and their main features</p>	<p>Movie clips</p> <ul style="list-style-type: none"> ▪ Oleg from Siberia (moving homes) <p>Caregivers Information Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal Lessons 1&2 Who am I? ▪ Formal lesson 3 Where do I live? <p>Online activities</p> <ul style="list-style-type: none"> ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Making a flag ▪ Panwapa whole school Global Citizenship week

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p style="text-align: center;">Music</p> <p>Music: unit 2 "What sounds can we hear?" in the scheme of work</p>	<ul style="list-style-type: none"> ▪ to recognise different sound sources 	<p>Identify different sound sources</p>	<p>Video clips</p> <ul style="list-style-type: none"> ▪ Baa to the sun, sing to the moon <p>Caregivers Information</p> <p>Teachers guide</p> <ul style="list-style-type: none"> ▪ Formal lesson 7 What are our customs? ▪ Formal Lesson 8 Learning around the world <p>Online activities</p> <ul style="list-style-type: none"> ▪ Becoming a Panwapa kid ▪ Designing a Panwapa card ▪ Making a flag ▪ Panwapa whole school Global Citizenship week ▪ Panwapa board game ▪ World tour ▪ Panwapa magazine games & activities

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
<p style="text-align: center;">Literacy</p> <p>English: En Strand 3 Group discussion & interaction in the literacy framework</p>	<ul style="list-style-type: none"> ▪ to take turns to speak, listen to each other's suggestions and talk about what they are going to do ▪ to ask and answer questions, make relevant contributions, offer suggestions and take turns ▪ to explain their views to others in a small group, decide how to report the group's views to the class 	<p>Listen to others and take turns in a group</p> <p>Ask and answer questions, and make relevant suggestions</p> <p>Explain their views to others and report back to a wider audience</p>	<p>On-going activities throughout the Panwapa program: All video and movie clips and on-line activities</p>

Curriculum Area	Learning objectives	Learning outcomes	Links to Panwapa activities
Numeracy	<ul style="list-style-type: none"> to collect and record data in lists and tables; to represent the data as block graphs or pictograms to use ICT to organise and present data 	<p>Answer a question by collecting and recording data in lists and tables</p> <p>Represent the data as block graphs or pictograms to show results;</p>	<p>Caregivers Information</p> <p>Teachers guide</p> <ul style="list-style-type: none"> Formal Lessons 1&2 Who am I? <p>Online activities</p> <ul style="list-style-type: none"> Becoming a Panwapa kid Designing a Panwapa card Panwapa whole school Global Citizenship week World tour Panwapa magazine games & activities Treasure hunt

From the people behind



In partnership with



Additional support from

