

# Spring 1 – Land Ahoy

Memorable experience – watch 'Pirates: an adventure with Scientists'

Art	History and Geography	Science	ICT	PSHE	Music	PE
<p>Create pirate flags using different tones</p> <p>- Begin to describe colours by objects</p> <p>- Make as many tones of one colour as possible (using white)</p> <p>- Darken colours without using black</p> <p>- using colour on a large-scale painting</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>- Recognise why people did things, why events happened and what happened as a result</p> <p>- Discuss reliability of photos/ accounts/stories</p> <p>- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>-----</p> <p>Locate capital cities on UK map for 4 home countries</p> <p>Name and identify characteristics of the UK and surrounding seas</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p> <p>- Use maps and globes to locate the UK.</p> <p>- Be able to identify the 4 countries and label the capital cities.</p> <p>- Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>- Children make sketches of locality and create a map of their environment</p> <p>- Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>- Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>- Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>- Using both maps and globes, identify the coldest places in the world – The North and South pole and make predictions about where the hottest places in the world are?</p> <p>- Children to identify the equator and locate the places on the Equator which are the hottest.</p>	<p>Record simple observations</p> <p>Identify and classify objects</p> <p>Investigate a scientific question</p> <p>Explain how doctors use science</p> <p>Investigate a famous scientist</p> <p>Show an understanding of wind turbines</p> <p>- Ask simple questions and recognising that they can be answered in different ways</p> <p>- Do things in the correct order when performing a simple test and begin to recognise when something is unfair.</p> <p>- Observe something closely and describe changes over time.</p> <p>- Use simple equipment such as hand lenses or egg timer to take measurements, make observations and carry out simple tests.</p> <p>- Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.</p> <p>- Gather data, record and talk about their findings in a range of ways using simple scientific vocabulary.</p> <p>- Identify simple patterns and/or relationships using simple comparative language.</p> <p>- Use simple scientific language to explain what they have found out.</p>	<p>Explain why I need to keep my password and personal information private.</p> <p>Describe the things that happen online that I must tell an adult about.</p> <p>Talk about why I should go online for a short amount of time.</p> <p>Talk about why it is important to be kind and polite online and in real life.</p> <p>Understand that not everyone is who they say they are on the internet.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Understand the role of medicine</p> <p>Identify situations where they feel safe and unsafe and how to get help</p> <p>Recognise facial expressions as an indication of how someone feels</p> <p>Understand the difference between safe secrets and unsafe secrets</p> <p>- Know about safe and unsafe secrets</p> <p>- Understand appropriate touching</p> <p>- Develop understanding of medicine safety</p>	<p>I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>- show that I can hear different moods in music.</p> <p>- recognize fast and slow tempos</p> <p>- listen carefully to music, recognising the build-up of layers, such as the different instruments.</p> <p>- recognise that songs may be verse, chorus, verse, or beginning, middle, end etc</p> <p><u>Term Composers:</u></p> <p><u>Bach – May</u></p> <p><u>sheep graze safely</u></p> <p><u>Handle – The</u></p> <p><u>Messiah, water</u></p> <p><u>music</u></p> <p><u>Vivaldi – Four</u></p> <p><u>seasons</u></p> <p><u>Mozart – Eine</u></p> <p><u>Klein Nachmusik</u></p>	<p><u>Dance and Ball Skills</u></p> <p>Create a story using movement and music</p> <p>Use different size balls to practice catching and throwing</p> <p>Dribble balls around obstacles</p> <p>Participate in a range of activities</p> <p>- develop basic movements including running, jumping, throwing and catching</p> <p>- develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>- perform dances using simple movement patterns</p>

# Spring 2 – Beachcombers

*Memorable experience – Create a collage of a beach using own experiences*

Art	History and Geography	Science	ICT	PSHE	Music	PE
<p>Create an image in the style of Carl Warner</p> <p>- Overlapping and overlaying to create effects</p> <p>- Use large eyed needles – running stitches</p> <p>- Simple appliqué work</p> <p>- Start to explore other simple stitches, collage</p>	<p>Identify changes within living Memory – aspects of change in modern life.</p> <p>- Compare pictures or photographs of people or events in the past</p> <p>-----</p> <p>Use key geographical language ie: beach, cliff, coast, forest, hill, sea, mountain, river etc</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p> <p>Examine of a small area in a contrasting non-European country.</p> <p>- Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>- Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>- Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>- Study pictures and drawings of the localities in the past and in the present and ask 'How has it changed?'</p> <p>- Express own views about a place, people and environment. Give detailed reasons to support ideas on why places have changed.</p> <p>- Children to make suggestions for the cause of the differences.</p>	<p>Record simple observations</p> <p>Identify and classify objects</p> <p>Investigate a scientific question</p> <p>Explain how doctors use science</p> <p>Investigate a famous scientist</p> <p>Show an understanding of wind turbines</p> <p>- Ask simple questions and recognising that they can be answered in different ways</p> <p>- Do things in the correct order when performing a simple test and begin to recognise when something is unfair.</p> <p>- Observe something closely and describe changes over time.</p> <p>- Use simple equipment such as hand lenses or egg timer to take measurements, make observations and carry out simple tests.</p> <p>- Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.</p> <p>- Gather data, record and talk about their findings in a range of ways using simple scientific vocabulary.</p> <p>- Identify simple patterns and/or relationships using simple comparative language.</p> <p>- Use simple scientific language to explain what they have found out.</p>	<p>Explain why I use technology in the classroom.</p> <p>Explain why I use technology in my home and community.</p> <p>Understand that other people have created the information I use.</p> <p>Identify benefits of using technology including finding information, creating and communicating.</p> <p>Explain the differences between the internet and things in the physical world.</p> <p>- Recognise common uses of information technology beyond school</p>	<p>Identify similarities and differences between people</p> <p>Understand how behaviour can affect others</p> <p>Identify acts of kindness</p> <p>Demonstrate active listening techniques</p> <p>- Being kind and helping others</p> <p>- celebrate differences</p> <p>- know which people can help us</p> <p>- develop listening Skills</p>	<p>Learn the song Zootime</p> <p>- make sounds with a slight difference.</p> <p>- use my voice in different ways to create different effects.</p> <p>- explore different sound materials such as skin, wood, metal and clay.</p> <p>- explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p> <p>- make and use different sounds to create an effect.</p> <p>- listen out for different types of sounds.</p> <p><u>Term Composers:</u></p> <p><u>Bach – May sheep</u></p> <p><u>graze safely</u></p> <p><u>Handle – The</u></p> <p><u>Messiah, water</u></p> <p><u>music</u></p> <p><u>Vivaldi – Four</u></p> <p><u>seasons</u></p> <p><u>Mozart – Eine Klein</u></p> <p><u>Nachmusik</u></p>	<p><u>Gymnastics and</u></p> <p><u>Invasion Games</u></p> <p>Use balance to hold shapes</p> <p>Transition between areas using dynamic movements</p> <p>Develop tactics for attacking and defending space</p> <p>Participate in team games</p> <p>- develop basic movements including running, jumping, throwing and catching</p> <p>- develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>- perform dances using simple movement patterns</p>