

## GEOGRAPHY

TO INVESTIGATE PLACES

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

TO INVESTIGATE PATTERNS

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify **land use around the school**.

TO COMMUNICATE GEOGRAPHICALLY Use basic geographical vocabulary to refer to: **key human features**, including: city, town, village, factory, farm, house, office and shop

## HISTORY

TO BUILD AN OVERVIEW OF WORLD HISTORY

Recognise that there are reasons why people in the past acted as they did.

TO COMMUNICATE HISTORICALLY

Show an understanding of the concept of nation and a nation's history.

TOPIC STATEMENT

We will find out why the food we eat is different to the people who live in Mexico. We will compare the physical and human geography of our locality and Mexico. We will celebrate the differences of different nations, cultures and religions using food as a starting point.

POSSIBILITIES

Responsibilities  
Healthy eating

ENQUIRY

(THAT LEADS US TO OUR 'GOLDEN THREADS' POWER, EXPLORATION AND DISCOVERY)

**EXPLORE:** Why do people eat different foods around the world?

**DISCOVERY:** How do we know what the weather will be in our locality and around the world?

**POWER:** Would growing our own food make us more powerful?

HOOK

Meet Barnaby Bear!

WOWSIGNIFICANT PERSON/EVENT/PLACE

Giuseppe Arcimboldo

SUGGESTED VOCABULARY

- Culture
- Locality
- Produce
- Cuisine
- Recipe
- Nation
- Seasonal
- Farming
- Crops
- Climate

## LANGUAGES

## FRENCH

**READ FLUENTLY**

Read out loud everyday words and phrases.

Use phonic (or logographic in Mandarin) knowledge to read words. Read and understand short written phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new

words.

**UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN**

Identify countries and communities where the language is spoken.

Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.

Show awareness of the social conventions when speaking to someone.

## P.E

**GAMES**

Year 1:

Use rolling, running, jumping and kicking skills

Develop tactics

Year 2:

Use running, jumping, throwing and catching in combination, as well as developing balance, agility and co-ordination.

Begin to apply these in a range of activities.

Participate in team games developing simple tactics for attacking and defending

**GYMNASTICS**

Develop balance, agility and co-ordination and begin to apply these in a range of activities

## COMPUTING

**TO COLLECT**

Use simple databases to record information in areas across the curriculum.

## D.T

**TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY**

Suggest improvements to existing designs

**TO DESIGN, MAKE, EVALUATE AND IMPROVE**  
Design products that have a clear purpose and an intended user

**TO MASTER PRACTICAL SKILLS**

## FOOD

Cut, peel or grate ingredients safely and hygienically.

Assemble or cook ingredients

Measure or weigh using measuring cups or electronic scales.

**ELECTRICALS AND ELECTRONICS** [SCIENCE LINK](#)

Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

## ART

**INSPIRATION FROM THE GREATS**

Use some of the ideas of artists studied to create pieces

Explore ideas and collect visual information

## DRAWING

Draw lines of different sizes and thicknesses. Show pattern and texture by adding dots and lines.

## PRINTING

Press, roll, rub and stamp to make prints. Use objects to create prints

Mimic print from the environment

Use repeating or overlapping shapes.

## PAINTING

Create colour wheels. Mix primary colours to make secondary.

## DIGITAL MEDIA

Use a wide range of tools to create different textures, lines, tones, colours and shapes.

## MUSIC

**TO PERFORM (Percussion Instruments)**

Follow instructions on how and when to play an instrument.

Make and control long and short sounds, using instruments.

**TO COMPOSE**

Create a sequence of long and short sounds.

Clap rhythms.

Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, rhythmic phrases.

**TO TRANSCRIBE**

Use symbols to represent a composition and use them to help with a performance

**TO DESCRIBE MUSIC**

Recognise changes in timbre, dynamics and pitch.

## R.E

[GLOUCESTERSHIRE AGREED SYLLABUS](#)  
[SEE SUB.LEADER DIRECTION](#)

Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action. Give a good reason for the views they have and the connections they make. Give clear, simple accounts of what stories and other texts mean to believers.

Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give examples of how stories show what people believe.

## MUSLIMS

## P.S.C.H.E

[CAMBRIDGESHIRE SCHEME](#) [SEE SUB.LEADER DIRECTION](#)

## YEAR 1

Relationships and Sex Education

Healthy and safer lifestyles: Growing and changing 2. Changing emotions and responsibilities, Healthy lifestyles

## YEAR 2

Healthy and safer lifestyles: Keeping safe 1: Safety contexts and Personal safety

Relationships and Sex Education