

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

MEGASTRUCTURES: TOPIC STATEMENT

We will find out about some of the famous bridges and structures in our locality and in the rest of the world. We will name the countries and continents in which we can find them. We will look at how London has developed as our capital city including events that have shaped it.

POSSIBILITIES

How do we stay connected around the world? Where are we allowed to travel?

ENQUIRY

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

What is a megastructure used for?

Why do we build upwards?

What famous megastructures exist in our locality?

HOOK

Local Area Walk

WOW

Megastructure Challenge

SIGNIFICANT PERSON/EVENT/PLACE

Megastructures around the world. Isambard Kingdom Brunel
Great Fire of London

SUGGESTED VOCABULARY

- village
- town
- city
- country
- continent
- capital
- megastructure
- architect
- equator
- North Pole
- South Pole

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.

HISTORY

AUTUMN/
SUMMER TERMGREAT FIRE OF
LONDON

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

Make products, refining the design as work progresses

TO MASTER PRACTICAL SKILLS

CONSTRUCTION

Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

MATERIALS

Cut materials safely using tools provided. Measure and mark out to the nearest centimetre.

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

ELECTRICALS AND ELECTRONICS

Diagnose faults in battery operated devices

ART

INSPIRATION FROM THE GREATS

Describe the work of notable artists, artisans and designers

DEVELOP IDEAS

Explore ideas and collect visual information.

MASTER TECHNIQUES

DRAWING

Draw lines of different sizes and thicknesses.

SCULPTURE

Use rolled up paper, straws, paper, card and clay as materials.

Use a combination of shapes..

PAINTING

Use thick and thin brushes.

PRINT

Use objects to create prints.

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

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

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB.LEADER DIRECTIONYEAR 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