

**GEOGRAPHY**TO COMMUNICATE GEOGRAPHICALLY

Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

TO INVESTIGATE PLACES

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

**Name and locate the world's** continents and oceans.

SEASIDE RESCUE: TOPIC STATEMENT

We will be describing geographical features of coastal landscapes. We will study Grace Darling who was one of the first people to carry out a seaside rescue off the coast of the British Isles. We will look at modern seaside rescues and discuss how to keep safe at the seaside.

POSSIBILITIES

Why is water important?

(shapes landscape, Britain as an island, environment, cooking, Science (living things))

ENQUIRY

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

Did Grace Darling have a superpower? (power)

What will we see when we explore our coastlines? (exploration)

How do we keep safe near water? (discovery)

HOOK

Story of Grace Darling

WOW

Cotswold Water Park

SIGNIFICANT PERSON/EVENT/PLACE

Grace Darling

SUGGESTED VOCABULARY

- Urban
- Rural
- Rescue
- Wreck
- Survivor
- Dock
- Attraction
- Vegetation
- Harbour
- Shore

## LANGUAGES

WRITE  
IMAGINATIVELY

Write or copy everyday words correctly.

Label items and choose appropriate words to complete short sentences.

Write one or two short sentences.

Write short phrases used in everyday conversations correctly.

## HISTORY

TO COMMUNICATE  
HISTORICALLY

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

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

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

## COMPUTING

TO CODE

Sound- Select sounds and control when they are heard, their duration and volume.

Draw-Control when drawings appear and set the pen colour, size and shape.

Events- Specify user inputs (such as clicks) to control events.  
Control- Specify the nature of events (such as a single event or a loop).

Sensing- Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)

## D.T

TO TAKE  
INSPIRATION FROM  
DESIGN  
THROUGHOUT  
HISTORY

Explore objects and designs to identify likes and dislikes of the designs.

TO DESIGN, MAKE,  
EVALUATE AND  
IMPROVE

Use software to design.

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.

HYGIENE  
Washing hands before/ during/ after cooking.  
Cleaning fruits and vegetables.  
Cleaning work surfaces before and after cooking.

## COMPUTING

Model designs using software.

## ART

INSPIRATION FROM  
THE GREATS

Describe the work of notable artists, artisans and designers.

DEVELOP IDEAS

Explore different methods and materials as ideas develop.

MASTER  
TECHNIQUES

DRAWING  
Show different tones by using coloured pencils.  
Colour (own work) neatly following the lines.

PRINT  
Use repeating or overlapping shapes.  
Press, roll, rub and stamp to make prints.

COLLAGE  
Sort and arrange materials.

Mix materials to create texture.  
PAINTING  
Add white to colours to make tints and black to colours to make tones.  
TEXTILES Use dip dye techniques. Use weaving to create a pattern.

## MUSIC

TO PERFORM

Take part in singing, accurately following the melody.

Imitate changes in pitch.

TO COMPOSE.

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

Choose sounds to create an effect.  
Sequence sounds to create an overall effect.  
Create short, musical patterns.

TO TRANSCRIBE

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

TO DESCRIBE  
MUSIC

Identify the beat of a tune.  
Recognise changes in timbre, dynamics and pitch.

## R.E

GLOUCESTERSHIRE  
AGREED SYLLABUS  
SEE SUB.LEADER  
DIRECTION

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

## P.S.C.H.E

CAMBRIDGESHIRE  
SCHEME SEE  
SUB.LEADER  
DIRECTIONYEAR 1

Citizenship: Citizenship 1  
Rules and rights,  
Understanding and practising democracy

Citizenship: Citizenship 2  
Me in my community,  
Similarities and differences

YEAR 2

Healthy and safer lifestyles: World of drugs  
1: Drugs and their uses

Healthy and safer lifestyles: World of drugs  
2: Keeping healthy,  
Identifying and reducing risk