

Subject	Summer 1A Where we live	
	KS1	KS2
Geography	<p><b>Maps – School grounds, local area, route to school, compass directions</b></p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Maps – School grounds, local area, route to school, compass directions</b></p> <p><b>Y3/Y4</b> Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p><b>Y5/Y6</b> Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
History	<p><b>Local area study</b></p> <p>Pupils study significant historical events, people and places in own locality.</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p> <p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p><b>Local area study</b></p> <p><b>Y3/Y4</b> Develop chronologically secure knowledge and understanding of local history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Y5/Y6</b> Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
Science	<p><b>Plants / Living things and their habitats / Life Cycles</b></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of</p>	<p><b>Plants / Living things and their habitats / Life Cycles</b></p> <p><b>Y3/Y4</b> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>

	<p>different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants in their habitats, including micro-habitats</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p>	<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Y5/Y6</b> Give reasons for classifying plants and animals based on specific characteristics</p>
Art	<p><b>Our Landscape (Painting and photography)</b></p> <p>record and explore ideas from first hand observations</p> <p>ask and answer questions about starting points for their work</p> <p>try different materials and methods to improve</p> <p>describe differences &amp; similarities between different practices &amp; disciplines, making links to own work.</p> <p>use key vocab to demo knowledge and understanding in this strand: work, work of art, idea, starting point, observe, design, improve.</p> <p>name the primary and secondary colours</p> <p>experiment with different brushes (including brushstrokes) and other painting tools</p> <p>mix primary colours to make secondary colours</p> <p>add white and black to alter tints and shades</p> <p>use key vocab to demo knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours</p>	<p><b>Our Landscape (Painting and photography)</b></p> <p>use sketchbooks to record ideas;</p> <p>use digital technology as sources for developing ideas</p> <p>record &amp; explore ideas from first hand observations</p> <p>question and make observations about starting points, and respond positively to suggestions</p> <p>adapt and refine ideas</p> <p>use key vocabulary to demo knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine</p> <p>use varied brush techniques to create shapes, textures, patterns &amp; lines</p> <p>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>create different textures and effects with paint</p> <p>use key vocab to demo knowledge and understanding: colour, foreground, middle ground, background, abstract, sweep, dab, bold brushstroke, blend, mix, line, tone, fresco</p> <p>create a colour palette, demonstrating mixing techniques</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
DT	N/A	N/A
PE	<b>Athletics</b>	<b>Athletics</b>

	<p>Children explore running, jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>Children will be practising field events and different race types, in preparation for Sports Day.</p>	<p>Children concentrate on developing good basic running, jumping and throwing techniques.</p> <p>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Children will be practising field events and different race types in preparation for Sports Day.</p> <p>Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>Children will be practising field events and different race types preparation for Sports Day.</p>
Music	High quality live / recorded music from great composers and musicians	High quality live / recorded music from great composers and musicians
Computing	<p><b>Using images in technology</b></p> <p>Use technology purposefully to create and manipulate digital content.</p>	<p><b>Using images in technology</b></p> <p>Y3/Y4 Select, use and combine a variety of software (including internet services) on a range of digital devices.</p> <p>Y5/Y6 Select, use and combine a variety of software (including internet services) on a range of digital devices.</p>