

Geography

Can I begin to name and find the world's seven continents and five oceans?

Can I locate hot and cold areas of the world in relation to the Equator and the North and South Poles?

Can I use geographical language when describing locations?

Can I use world maps, atlases and globes to locate some countries, continents and oceans?

Can I use simple compass directions?

Can I comment on aerial photographs recognising landmarks and basic human and physical features?

Beyond our locality.

Science

Can I continue to identify and name a variety of common wild and garden plants and trees around the world?

Can I identify and describe the basic structure of a variety of common flowering plants?

Can I recall animal groups?

History

Can I explain about the life of Sir Ernest Shackleton, who has contributed to national achievements?

Hook – UP (film)
Let's achieve our explorer badges.
& Orienteering

The Arts

ART:

Can I comment on the work on an artist?

Can I say what I can see in a piece of art?

Can I describe the similarities and differences in artistic techniques?

MUSIC :

Can I understand the origin of a piece of music?

Can I find a pulse, copy rhythms, comment on the pitch?

Can I play accompanying instrumental parts?

Can I collaborate in a band/ensemble?

Can I judge the music I hear?

Skills

Can I recognise whole, half, quarter and three-quarter turns?

Can I write for a range of purposes, edit my writing and present it?

Can I apply my 'super sentence' skills?

Why do people go on journeys?

Can I use atlases, maps and globes?

Can I describe a location?

Can I describe a journey, commenting on key features?

Can I begin to recognise and name the 7 continents and 5 oceans?

Can I explain who went on a journey and why?

Computing

We are celebrating:

Can I search for images?

Can I use the technology safely and report any concerns I have?

Can I organise and manipulate images with text to create a digital card?



Extended learning: Half term homework project 'Where in the world have you been?'

Design and Technology

Can I select the materials I need?

Can I use textiles and weave with thread and fabric?

SMSC

RE: What makes some places sacred?
Can I identify special objects in a place of worship? Can I explain what these objects mean? Can I talk about the use of stories in a religion?

GEOGRAPHY:

Locational knowledge

- name and locate the world's seven continents and five oceans (introduction to)

Place knowledge

- 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**
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- use **simple compass directions** (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

SCIENCE:

WORKING SCIENTIFICALLY

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

PLANTS

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

ANIMALS

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

DESIGN AND TECHNOLOGY:

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components,

Evaluate

- evaluate their ideas against criteria

ART

- about the work of a range of artists, describing the differences and similarities between different practises and disciplines, and making links to their own work.

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

COMPUTING:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.