

I am from Chorley, Lancashire, UK Autumn term Year

Geography

Place Knowledge

- Small area of the United Kingdom.

Human and Physical Geography

- Use basic geographical vocabulary to refer to key physical features **and** key human features.

Mapping

- Use a range of maps (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Know that symbols mean something on maps.

Fieldwork

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use cameras and audio equipment to record geographical features, Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Enquiry and Investigation

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.

Communication

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.

	<ul style="list-style-type: none"> ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS. <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</p> <p>ICT/Technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p>
History	<p>Chronology</p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> ▪ Using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.

	<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Drawing Skills</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. ▪ Investigate textures by describing, naming, rubbing, copying. <p>Printing</p> <ul style="list-style-type: none"> ▪ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. ▪ Make simple marks on rollers and printing palettes. ▪ Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. ▪ Build repeating patterns and recognise pattern in the environment. ▪ Create simple printing blocks with press print. ▪ Design more repetitive patterns. ▪ Experiment with overprinting motifs and colour. ▪ Make rubbings to collect textures and patterns. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it.

	<ul style="list-style-type: none"> Identify what they might change in their current work or develop in future work.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. <p>Focused Tasks: Food</p> <ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from. Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non statutory measures e.g. spoons, cups. <p>Design</p> <ul style="list-style-type: none"> Use pictures and words to convey what they want to design/make. Propose more than one idea for their product. Select appropriate technique explaining: First... Next... Last... Select pictures to help develop ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. Describe their drawings of ideas and intentions. <p>Make</p> <ul style="list-style-type: none"> Discuss their work as it progresses. Select ingredients (materials) from a limited range that will meet the design criteria. Select and name the tools needed to work the ingredients (materials). Explain what they are making.

	<ul style="list-style-type: none"> ▪ Explain which ingredients (materials) they are using and why. ▪ Name the tools they are using. <p>Describe what they need to do next.</p> <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Talk about their design as they develop and identify good and bad points. ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
<p>Music</p>	<p>Performing</p> <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening</p> <ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. <p>Creating</p> <ul style="list-style-type: none"> ▪ Experiment with and create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Make improvements to their own work. <p>Musical Elements</p> <p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify high and low sounds. <p>Duration</p> <ul style="list-style-type: none"> ▪ Respond to sounds of different duration.

	<ul style="list-style-type: none"> ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. <p>Identify similar rhythmic patterns.</p> <p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> ▪ Recognise the difference between singing and speaking. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. <p>Texture</p> <ul style="list-style-type: none"> ▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Determine one strand of music or more than one strand. <p>Structure</p> <ul style="list-style-type: none"> ▪ Recognise that the sections of a piece of music sound the same or different.
Global Links	SD2 Zero Hunger (Chorley Food Bank)