

GEOGRAPHY

- Use maps of the UK and identify the counties surrounding London.
- Use compass directions (N,E,S,W) to describe the location of London on a map.
- Use basic geographical vocabulary to refer to key physical features including river, sea, coast, forest.
- Use basic geographical vocabulary to refer to key human features including: city, town, village, port, shop.
- Use a map or plan to identify London landmarks (topic related: Pudding Lane etc)

ICT

Data Retrieving & Organising (photos, sounds, graphs, etc)

- Capture images with a camera.
- Print out a photograph from a camera with help.

Data Retrieving & Organising (photos, sounds, graphs, etc)

- Find information of a website.
- Click links on a website.
- Print a website to use as a resource.
- Communicating (email, Word, Internet, etc)
- Word process a piece of text using a keyboard.
- Use the arrow keys and / mouse to insert / delete / edit a word.

SCIENCE

- Name the parts of the human body that we can see.
- Identify the main parts of the human body and link them to their senses.
- Name some parts of the human body that cannot be seen.
- Find out about the basic needs of animals, including humans for survival.
- Understand that animals, including humans have offspring which grow into adults.
- Explain the importance of exercise, diet and hygiene for humans.
- Describe materials using their senses.
- Describe materials using their senses, using specific scientific words .
- Explain how solid shapes can be changed by squashing, bending, twisting and stretching.
- Describe things that are similar and different between materials.
- Explain what happens to certain materials when they are heated, eg, bread, ice, chocolate .
- Explain how materials are changed by heating and cooling .
- Tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted .

DESIGN AND TECHNOLOGY

Developing, planning and communicating ideas

- Think of some ideas of their own.
- Explain what they want to do.
- Use pictures, diagrams and words to plan.

Textiles

- Describe how different textiles feel.
- Make a product from textile by gluing.
- Measure textiles.
- Join textiles together to make something.
- Explain why they chose a certain textile.
- Cut textiles.

Cooking and nutrition

- Cut food safely.
- Describe the texture of foods.
- Wash their hands and make sure that surfaces are clean.

Evaluating processes and products

- Talk about their own work and things that other people have done.

Make and look at different breads.

Make a Christmas card using textiles.

HISTORY

Knowledge and interpretation

- Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.
- Recount interesting facts from an historical event, such as where the fire of London started.
- Understand that we have a queen who rules us and that Britain has had a king or queen for many years.
- Explain what is meant by parliament.
- Explain why Britain has a special history by naming some famous events and famous people.
- Give examples of things that are different in their lives from that of their grandparents when they were young.

Chronological Understanding

- Use words and phrases like: old, new, a long time ago, before, past, present.
- Use the words past and present correctly.
- Sequence a set of events in chronological order and give reasons for their order.
- Recognise that a story that is read to them may have happened a long time ago.
- Retell a familiar story set in the past.

Historical enquiry

- Find out something about the past by talking to an older person.
- Answer questions by using a specific source, such as information book.
- Answer questions about old and new things in a picture.

The Great Fire of London/bonfire night-
Guy Fawkes/Samuel Pepys. Kings/Queens

SPECIAL PEOPLE

Year 1/2

RE

Looking at Me, Looking at You
What makes us special?

- know that we are all special yet different.
- Talk about what makes me and other people special.
- Talk about special days in my year and how I celebrated them.
- Recall religious stories that show the value of the individual.
- Say why I thought a person of faith acted in a certain way in a celebration.

ART – self-portraits/ bonfire night/ Christmas cards.

Knowledge, Skills & Understanding.

- Communicate something about themselves in **their drawing**
- Draw using pencil & crayons.
- Use different grades of pencil in their drawing (4B, 8B, HB) & draw lines of different shape & thickness.
- Create different tones using light ~& dark.
- Cut & tear paper & card for collage.
- Gather & sort materials they will need & explain why they have chosen them.
- Weave with fabric & thread & group by colour & texture.