

Bright lights, Big City- Year 1 / 2- Spring 2022

This project teaches children about the physical and human characteristics of the United Kingdom, including the features of the capital city, London. The children will learn about collagraph printing, which is a type of stamp that can be printed over and over. During this term we will also learn about the seasons and how to measure weather and the role of a meteorologist. Linking to our London Part of the topic we will be learning about Black Cabs (Taxi) and about wheels, axles and chassis and how they work together to make a vehicle move.

National Curriculum objectives to be taught

Art/DT

Build structures, exploring how they can be made stronger, stiffer and more stable.
Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.
Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
Use a range of materials creatively to design and make products.
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

ICT

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.

History

Learn about events beyond living memory that are significant nationally or globally.
Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

RE

Autumn 1- **THEMATIC** -How should we care for the world and for others, and why does it matter?
Autumn 2- **SALVATION**- Why does Easter matter to Christians?

Geography

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Identify seasonal and daily weather patterns in the UK 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.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Use world maps, atlases and globes to identify the UK 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 (e.g. near and far; left and right), to describe the location of features and routes on a map.

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.

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Science

Ask simple questions and recognise that they can be answered in different ways.

Observe closely, using simple equipment.

Perform simple tests.

Identify and classify.

Use their observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.