

<p><b><u>Geography</u></b>  Hot and cold areas of the world.  Naming and locating world's continents and oceans.  To name and locate the world's seven continents and five oceans.  To 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.  To 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.  Linked to launch event - using and making maps of the local area and discussing features of the local environment: To devise a simple map; and use and construct basic symbols in a key.  To 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.  Geographical vocabulary: key human features, including: city, town, village, house and shop.</p>	<p><b><u>ICT</u></b>  <b>E-safety:</b> To 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.  <b>Coding:</b> To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  To use logical reasoning to predict the behaviour of simple programs.  To recognise common uses of information technology beyond school.</p>	<p><b><u>Science/DT - Making boats</u></b>  To design purposeful, functional, appealing products for themselves and other users based on design criteria.  To generate, develop, model and communicate their ideas through talking, drawing,  To select from and use a range of tools and equipment to perform practical tasks.  To select from and use a wide range of materials and components, including construction materials according to their characteristics.  To evaluate their ideas and products against design criteria.  To build structures, exploring how they can be made stronger, stiffer and more stable.</p>
<p><b>What does it take to be an explorer?</b>  <b>Spring term      Year 1</b></p>		
<p><b><u>History</u></b>  Robert Scott, Amelia Earhart, Neil Armstrong/Helen Sharman, Under the sea explorer (environment link).  To study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Neil Armstrong &amp; Christopher Columbus).  To study events beyond living memory that are significant nationally or globally.  To consider changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b><u>Launch Event</u></b>  Exploring visit - Mousehold Heath.  Maps, Packing lists, Photos</p>	<p><b><u>Music:</u></b> To use their voices expressively and creatively by singing songs and speaking chants and rhymes.  To play tuned and untuned instruments musically.  To listen with concentration and understanding to a range of high-quality live and recorded music.</p>
	<p><b><u>Other activities</u></b>  Astronaut training and Moon day    <b><u>School Trip</u></b>  Exploring on Mousehold Heath (launch event)    Cathedral visit (RE link)</p>	<p><b><u>RE:</u></b> Following the Norfolk agreed syllabus for RE.    <b><u>PSHE:</u></b> Following the PATHS scheme of work.    <b><u>Possible books during term:</u></b>  The Great Explorer  Amelia Earhart: Little People Big Dreams.</p>