

Geography:

What we should already know:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- To construct houses, tracks, and representation of buildings in construction areas.
- To use aerial photographs of school grounds
- Use mark making to devise simple maps

As Geographers we will:

Location and Place Knowledge:

- Name and locate the world's seven continents and five oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography:

- Identify 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.

Geographical Skills and Enquiry:

- Use an infant atlas to locate places.
- Use simple compass points and directional language 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.

Key Vocabulary:

A view from above, map, Earth, north south east west location, direction, label, landscape, atlas, distance, route, plan, position, continent, ocean, equator, sea, country, island, capital cities

Africa

Spring 1

Science:

What we should already know:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

As Scientists we will:

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.

Key Vocabulary:

energy, growth, habitat, fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, vertebrate, skeleton, organ, scale, fur, hair, skin, feather, bone, skeleton, live young, egg, cold blooded, warm blooded, pet, teeth, meat, plant, gills,



Music:

What we should already know:

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

As Musicians we will:

Performing:

- Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes
- Simple echo singing and clapping
- Play tuned and untuned instruments to repeat and investigate simple beats and rhythms

Composing and Notation:

- Experiment with different instruments and different sounds focusing on dynamic and pitch.
- Create a short sequence of long and short sounds with help
- Record own musical ideas through signs, symbols or pictures

Listening and Appreciating:

- Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments.

Key Vocabulary:

Dynamics: loud, quiet. Pitch: high, low. Pulse, beat, Tempo: fast, slow. Timbres: rough, smooth, rhythm, compose, mood.

Africa

Be Resilient	We will develop our resilience by exploring different instruments and learning how to play in time with others to a set rhythm and pattern.
Be Creative	We will develop our creativity by applying our music learning to create and perform our own music after studying Carnival of the Animals.
Be World-Wise	We will become more world-wise as we discover all about the different culture of Africa and work with the African Drummer visitors.

Outcomes:

We will perform our music pieces at our art gallery for our families and friends. We will also showcase our science and geography learning at this event.

Visitors:

We will explore African music with an African Drumming workshop in school.

