



Topic Termly Overviews

Year: 1

Topic: Our Amazing Country!

Term: Spring

Subjects	Objectives/Learning intentions
Geography The United Kingdom – planning our route to Barmouth	To investigate places <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the United Kingdom and its countries and its surrounding seas. Know the differences between a map, plan and aerial photograph. To communicate geographically <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. Use locational language (e.g. near and far) to describe the location of features and routes on a map. Use a simple map and use basic symbols in a key.
Science UK seasons Materials used for UK homes and castles from the past	Working Scientifically <ul style="list-style-type: none"> 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 observations and ideas to suggest answers to questions gather and record data to help answer questions Seasons <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Everyday Materials: <ul style="list-style-type: none"> Distinguish between an object and the materials from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties
Art Paul Klee artwork - 'Castle and Sun'	To develop ideas <ul style="list-style-type: none"> Respond to ideas and starting points. To take inspiration from the greats <ul style="list-style-type: none"> Describe the work of notable artists. Use some of the ideas of artists studied to create pieces. Drawing <ul style="list-style-type: none"> Draw lines of different sizes and thicknesses. Colour (own work) neatly following the lines. Draw simple shapes and patterns.
DT	To design, make, evaluate and improve Other areas: <ul style="list-style-type: none"> I can generate ideas for purposeful designs.

Construct a wooden castle	<ul style="list-style-type: none"> I can use models, pictures and words to describe what I want to do. Given a task, I can talk about my own work and describe how my product works. <p>To master practical skills</p> <p>Textiles</p> <ul style="list-style-type: none"> I can use scissors to cut out pre-prepared patterns and templates. I can join textiles using glue or staples. I know that textiles have different properties: touch, insulation texture and waterproof. <p>Structures</p> <ul style="list-style-type: none"> I can describe the materials I have used to make my structure. I am beginning to use tools to glue, cut and nail. I can mark materials to cut and fold. I can make box models. <p>To take inspiration from design throughout the history</p> <ul style="list-style-type: none"> I can say what I like and dislike about a product or design and suggest improvements.
History Castles	<p>To understand chronology</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time <p>To build an overview of world history</p> <ul style="list-style-type: none"> Know and recount episodes from stories about the past <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use stories to encourage children to distinguish between fact and fiction <p>To communicate historically</p> <ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion, drawing pictures, drama/ role play, making models, writing and using ICT.
Cultural Capital	<p>Warwick Castle</p> <p>Residential trip to Kingswood</p>
English Links	<p>Letter to a friend, listening and responding to season related poetry, Barmouth recount, post card writing, Warwick castle recount, castles description, evaluation of their own design (puppet/ castle), We're Going on a Dragon Hunt, description of the four seasons</p> <p>The Lighthouse Keeper's Lunch, We're going on a Bear Hunt, The Paper Bag Princess, Rapunzel, Katie Morag and the Two Grandmothers', The Knight and the Dragon, Small Knight and George and the Royal Chocolate Cake, The Boy who grew dragons, The Snowflake Mistake, The Egg</p>