

Our Amazing Planet Summer term Year 1

Geography

Locational Knowledge

- Name and locate the world's the seven continents and five oceans.

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- 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 to refer to:

- Key physical features, including: land, sea, ocean, season and weather.
- Key human features, including: city, town, village.

Mapping

- Use a range of maps and globes (including picture maps) at different scales.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.

Enquiry and Investigation

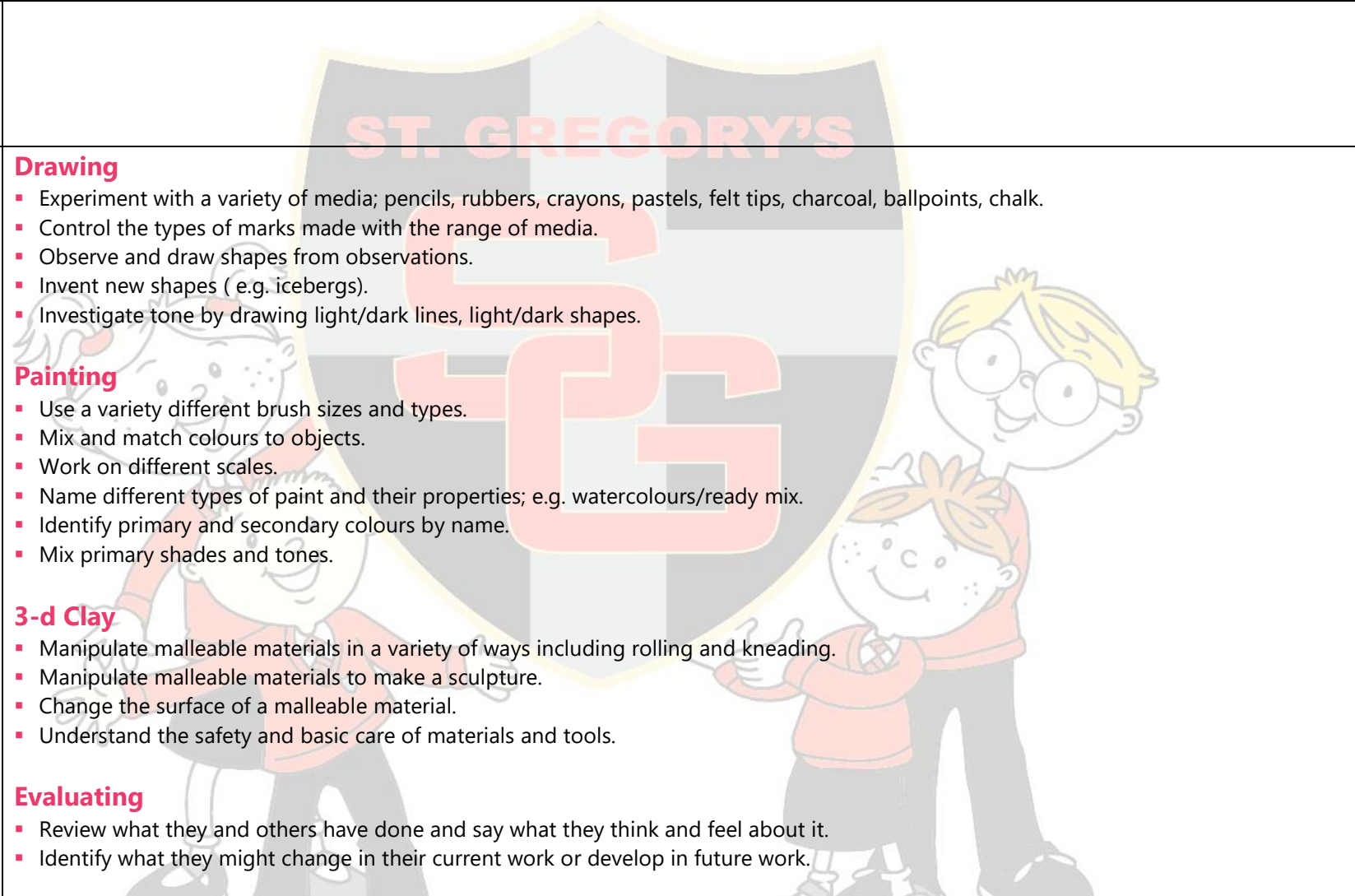
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world.
- Recognise differences between their own and others' lives.

Communication

- Speak and write about, draw, observe and describe simple geographical concepts.
- Use basic geographical vocabulary.

Use of ICT/Technology

- Use simple electronic globes/maps.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.

History	
Art	 <p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Observe and draw shapes from observations. ▪ Invent new shapes (e.g. icebergs). ▪ Investigate tone by drawing light/dark lines, light/dark shapes. <p>Painting</p> <ul style="list-style-type: none"> ▪ Use a variety different brush sizes and types. ▪ Mix and match colours to objects. ▪ Work on different scales. ▪ Name different types of paint and their properties; e.g. watercolours/ready mix. ▪ Identify primary and secondary colours by name. ▪ Mix primary shades and tones. <p>3-d Clay</p> <ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Manipulate malleable materials to make a sculpture. ▪ Change the surface of a malleable material. ▪ Understand the safety and basic care of materials and tools. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.

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Evaluation of Existing Products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.

Focused Tasks

- Join appropriately for different materials and situations e.g. glue, tape.
- Mark out materials to be cut using a template.
- Fold, tear and cut paper and card.
- Cut along lines, straight and curved.
- Use a hole punch.
- Insert paper fasteners for card.
- Experiment with levers and sliders to find different ways of making things move in a 2D plane.

Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea.
- Select appropriate technique explaining First... Next... Last....
- Explore ideas by rearranging materials.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions.

Make

- Discuss their work as it progresses.
 - Select materials from a limited range that will meet the design criteria.
 - Select and name the tools needed to work the materials.
 - Explain what they are making.
 - Explain which materials they are using and why.
 - Name the tools they are using.
 - Describe what they need to do next.
 - Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.

	<p>Evaluation (of their finished product)</p> <ul style="list-style-type: none"> ▪ Say what they like and do not like about items they have made and attempt to say why. <p>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
Music	
Global Links	

