

## Geography

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?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Use basic geographical vocabulary to refer to:

key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

key human features, including: city, town, village, factory, farm, house, office and shop.

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Identify land use around the school.

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

Identify seasonal and daily weather patterns in the UK.

## SNAITH PRIMARY SCHOOL Medium Term Planning Term 1 Autumn Term The Great Outdoors

### Languages

**Core vocabulary – colour, Christmas, classroom commands, days of the week, months of the year, numbers and phonetics.**

**To understand the culture of the countries in which language is spoken**

Learn core vocabulary: Colour, Christmas, classroom commands, days of the week, Months of the year, numbers and phonetics. To learn pets, animals, sea. Words relating to the topic Animal Magic.

### To read fluently:

#### Milestone 1 (optional)

- Read out loud everyday words and phrases.
- Use phonic (or logographic in Mandarin) knowledge to read words.
- Read and understand short written phrases.
- Read out loud familiar words and phrases.
- Use books or glossaries to find out the meaning of new words.

## ART

- Through Printing , Collage , Colour, Shape, Texture, Textiles and Drawing
- General
- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tip, charcoal, ballpoints, chalk
- Control the types of marks made with the range of media
- Shape
- Observe and draw shapes from observations
- Draw shapes in between objects Invent new shapes
- Tone
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes
- Print with a range of hard and soft materials e.g. corks pen barrels, sponge
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono-printing
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
- Create simple printing blocks with press print (potato/ fruit prints)
- Colour
- Experiment with overprinting motifs and colour

## D/T

- Manipulate malleable materials on a variety of ways including rolling and kneading
- Explore sculpture with a range of media
- Manipulate malleable materials for a purpose, eg. Pot, tile
- Understand the safety and basic care of materials and tools
- Experiment with constructing and joining recycled natural and manmade materials
- Use simple 2-d shapes to create 3-D form
- Change the surface of a malleable material eg. Build a textured tile

## Science:

To understand the growth cycle of mammals including children's pets.

- To understand the frog life cycle.
- To understand what birds are.
- To know that birds have a life cycle.

To consider what babies of different creatures need.

- To understand the characteristics of what different adult creatures need.
- To consider how all living creatures have similar basic needs.

To understand the characteristics of a specific creature in its habitat.

- To recognise which birds use the school grounds.
- To know the needs of the birds using the school grounds.
- To understand the different characteristics of plants living in the school grounds.
- To consider the variety of living things in a pond and begin to understand their interdependence.
- To consider the range of local habitats and recognise the importance of protecting them.

To understand food chains in familiar local habitats.

- To understand food chains in less familiar habitats.
- To identify and name different sources of food within the different habitats

To understand that living creatures move through their habitats in different ways.

- To understand that living things need the correct conditions.
- To begin to understand how habitats can be created and preserved.
- To know some of the differences between deciduous and evergreen bushes and trees.
- To know that plants have a variety of leaf shapes.
- To understand the different ways that plants protect themselves.
- To recognise changes to the natural environment that happen in the seasons.
- To observe changes across the seasons.
- To name the seasons and their order.
- To link the months of the year to the relevant season.
- To identify characteristics of each season.

## Science continued:

To consider how to measure rainfall accurately.

- To record rainfall on a regular basis using a rain gauge.
- To observe signs of wind and identify differing wind strengths.

- To create a weather vane.
- To identify which way the wind is blowing from the evidence of their weather vane.

To carry out an investigation into temperatures indoors and outdoors.

- To make simple temperature recordings.
- To identify some nocturnal animals and consider why they are nocturnal.

To observe seasonal changes in the park.

- To observe one tree in detail.
- To identify the characteristics of an evergreen tree.

To know that flowering plants grow from seeds and have roots.

- To know the basic structure of a plant.
- To know that some flowering plants grow from bulbs.
- To observe and record the growth of a hyacinth bulb.

To recognise and name the leaf, flower, blossom, petals, fruit, stem, bulb, seed, trunk, branches and root of flowering plants

To know how soil is useful.

- To know that mammals, birds and insects use materials.

## I.T

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Know how to report a problem when searching or using the internet.
- Can use search engines to find information/images using a given word /phrase.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or

## P.E.

Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.