

# Wish you were here



## Successful learners

### Areas of Learning

As Geographers, we will use a range of resources to identify the key physical and human features of locations. We will ask and answer questions about different places and use geographical vocabulary to describe them. We will share our views of different locations and whether we would like to go there on our meerkat adventure. We will look at our local area and draw simple maps and plans and give directions to get to a place.

As Artists, we will use the works of famous artist as the inspiration for our own landscape creations. We will mix colours and use painting techniques to paint different landscapes for our postcards.

As Scientists, we will observe and describe how different objects move we will also investigate and compare whether different surfaces affect how things move. We will look at how some forces need contact, whilst magnetic forces act at a distance. We will observe how magnetic poles attract and repel each other and we will investigate and sort materials based on whether they are attracted to a magnet.

As Designers, we will measure and prepare ingredients needed in recipes to cook apple crisp and harvest soup.

As Musicians, we will explore how sounds are produced and classified and explore timbre and structure through musical conversations in music from around the world. We will also explore songs and poems about places and create accompaniments and sound pictures to reflect sounds in our local environment.

In Computing, we will give precise instructions and directions to make an object move to a specific destination.

In PSHE we explore positive aspects of family life, how families can be different, the ways people can care for each other but also what to do if something is making them unhappy or feel unsafe. We will also look at respectful behaviour; the importance of self-respect; courtesy and being polite.

In PE we throw, catch, kick and pass a ball with increasing control. We learn the basic rules to play football and netball and play fairly and tactically.

#### Confident individuals

### Challenge

To become enterprising, confident and independent individuals we will:

#### Responsible Citizens

### Spiritual & Moral

In our spiritual and moral development, we will:

Reflect on the beautiful world that we live in and the diversity of different places. We will also reflect on our experiences with our families and our experiences in different places.

Think about different types of behaviour and the consequences of our behaviour and actions.

Go on a Son seeker safari to learn that Jesus protects us and provides for all our needs. After exploring stories that show thankfulness, we will express our thankfulness to God in as many ways as possible.

### Communities

As members of a community we will:

Explore families and family life and how we can make a positive contribution to our family at home and our school family.

Prepare items to perform in our harvest festival to say thank you. Distribute harvest produce to our neighbours.

### Enrichment

To enrich our learning, we will:

Walk to Wyndham park and look at the different landscapes we see. We will investigate what forces are needed to make things move in the park.

Role Play  
Inventors workshop – making and repairing moving things.

Science Threshold Concepts	Milestone 1	Milestone 2
Work scientifically	<ol style="list-style-type: none"> <li>1. Ask simple questions.</li> <li>2. Observe closely, using simple equipment.</li> <li>3. Perform simple tests.</li> <li>4. Identify and classify.</li> <li>5. Use observations and ideas to suggest answers to questions.</li> <li>6. Gather and record data to help in answering questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask relevant questions.</li> <li>2. Set up simple practical enquiries and comparative and fair tests.</li> <li>3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>4. Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>9. Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ol>
<p>Understand forces and motion</p> <p>Investigate materials</p>	<ol style="list-style-type: none"> <li>1. Notice and describe how things move, using simple comparisons such as faster and slower.</li> <li>2. Compare how different things move.</li> <li>4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare how things move on different surfaces.</li> <li>2. Notice that some forces need contact between two objects but magnetic forces can act at a distance.</li> <li>3. Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> <li>5. Describe magnets as having two poles.</li> <li>6. Predict whether two magnets will attract or repel each other, depending on which poles they are facing.</li> </ol>
Geography Threshold Concepts	Milestone 1	Milestone 2
Investigate places	<ol style="list-style-type: none"> <li>1. 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?).</li> <li>2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>2. Explain own views about locations, giving reasons.</li> <li>3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ol>

	5. Use aerial images and plan perspectives to recognise landmarks and basic physical features.	5. Use a range of resources to identify the key physical and human features of a location.
<b>Communicate geographically</b>	<ol style="list-style-type: none"> <li>1. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>2. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>3. 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.</li> <li>4. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe key aspects of: physical geography, including: rivers, mountains, <del>volcanoes and earthquakes and the water cycle.</del></li> <li>2. Describe key aspects of: human geography, including: settlements and land use.</li> <li>3. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom <del>and the wider world.</del></li> </ol>
<b>Art Threshold Concepts</b>	<b>Milestone 1</b>	<b>Milestone 2</b>
Take inspiration from the greats	<ol style="list-style-type: none"> <li>1. Describe the work of notable artists, artisans and designers.</li> <li>2. Use some of the ideas of artists studied to create pieces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>2. Create original pieces that are influenced by studies of others.</li> </ol>
Develop ideas	<ol style="list-style-type: none"> <li>1. Respond to ideas and starting points.</li> <li>2. Explore ideas and collect visual information.</li> <li>3. Explore different methods and materials as ideas develop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop ideas from starting points throughout the curriculum.</li> <li>2. Collect information, sketches and resources.</li> <li>3. Adapt and refine ideas as they progress.</li> <li>4. Explore ideas in a variety of ways.</li> <li>5. Comment on artworks using visual language.</li> </ol>
Master techniques: (Painting)	<ol style="list-style-type: none"> <li>1. Use thick and thin brushes.</li> <li>2. Mix primary colours to make secondary.</li> <li>3. Add white to colours to make tints and black to colours to make tones.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>2. Mix colours effectively.</li> <li>3. Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>4. Experiment with creating mood with colour.</li> </ol>
<b>Design Technology Threshold Concepts</b>	<b>Milestone 1</b>	<b>Milestone 2</b>
Master practical skills - Food	<ol style="list-style-type: none"> <li>1. Cut, peel or grate ingredients safely and hygienically.</li> <li>2. Measure or weigh using measuring cups or electronic scales.</li> <li>3. Assemble or cook ingredients.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare ingredients hygienically using appropriate utensils.</li> <li>2. Measure ingredients to the nearest gram accurately.</li> <li>3. Follow a recipe.</li> <li>4. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ol>

Computing Threshold Concepts	Milestone 1	Milestone 2
<p><b>Code</b> This concept involves developing an understanding of instructions, logic and sequences.</p>	<p><b>Motion:</b> Control motion by specifying the number of steps to travel, direction and turn. <b>Looks:</b> Add text strings, show and hide objects and change the features of an object. <b>Events:</b> Specify user inputs (such as clicks) to control events. <b>Draw:</b> Control when drawings appear and set the pen colour, size and shape. <b>Sounds:</b> Select sounds and control when they are heard, their duration and volume. <b>Control:</b> Specify the nature of events (such as a single event or a loop).</p>	<p><b>Motion:</b> Use specified screen coordinates to control movement. <b>Looks:</b> Set the appearance of objects and create sequences of changes. <b>Events:</b> Specify conditions to trigger events. <b>Sounds:</b> Create and edit sounds. Control when they are heard, their volume, duration and rests. <b>Control:</b> Use IF THEN conditions to control events or objects.</p>
Music Threshold Concepts	Milestone 1	Milestone 2
<p><b>Perform</b></p>	<ol style="list-style-type: none"> <li>1. Take part in singing, accurately following the melody.</li> <li>2. Follow instructions on how and when to sing or play an instrument.</li> <li>3. Make and control long and short sounds, using voice and instruments.</li> <li>4. Imitate changes in pitch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing from memory with accurate pitch.</li> <li>2. Sing in tune.</li> <li>3. Maintain a simple part within a group.</li> <li>4. Pronounce words within a song clearly.</li> <li>5. Show control of voice.</li> <li>6. Play notes on an instrument with care so that they are clear.</li> <li>7. Perform with control and awareness of others.</li> </ol>
<p><b>Compose</b></p>	<ol style="list-style-type: none"> <li>1. Create a sequence of long and short sounds.</li> <li>2. Clap rhythms.</li> <li>3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>4. Choose sounds to create an effect.</li> <li>5. Sequence sounds to create an overall effect.</li> <li>6. Create short, musical patterns.</li> <li>7. Create short, rhythmic phrases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose and perform melodic songs.</li> <li>2. Use sound to create abstract effects.</li> <li>3. Create repeated patterns with a range of instruments.</li> <li>4. Create accompaniments for tunes.</li> <li>5. Use drones as accompaniments.</li> <li>6. Choose, order, combine and control sounds to create an effect.</li> <li>7. Use digital technologies to compose pieces of music.</li> </ol>
<p><b>Describe Music</b></p>	<ol style="list-style-type: none"> <li>1. Identify the beat of a tune.</li> <li>2. Recognise changes in timbre, dynamics and pitch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>2. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>3. Understand layers of sounds and discuss their effect on mood and feelings.</li> </ol>

PE Threshold Concepts	Milestone 1	Milestone 2
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Games</b>	2. Use <del>rolling, hitting,</del> running, jumping, catching and kicking skills in combination. 3. Develop tactics.  1. Use the terms 'opponent' and 'team-mate'.  4. Lead others when appropriate.	1. Throw and catch with control and accuracy.  3. Choose appropriate tactics to cause problems for the opposition. 4. Follow the rules of the game and play fairly. 5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). 6. Pass to team mates at appropriate times. 7. Lead others and act as a respectful team member.
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Swimming</b>	1. Swim unaided up to 25 metres. 2. Use one basic stroke, breathing correctly.  3. Control leg movements.	1. Swim between 25 and 50 metres unaided. 2. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. 3. Coordinate leg and arm movements. 4. Swim at the surface and below the water.
PSHE Threshold Concepts	Milestone 1	Milestone 2
Families and Friendships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own  R4. to identify common features of family life  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise & respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security & stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Relationships – Respecting ourselves and others	R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect & how this can affect their thoughts & feelings about themselves; that everyone, including them, should expect to be treated politely & with respect by others (including when online and/or anonymous) in school & in wider society; strategies to improve or support courteous, respectful relationships