

Spring 1 – London Tour Bus

Historical, Geographical and Social

E1 To find out about key human and physical features of their own locality, its location in the UK, and how it has changed over time.

I know the location of my school and home
I can use a map to locate London and England
I can discuss key natural features of London such as the River Thames
I know about some man made features and their historical importance
I understand that London has changed over time and can discuss significant events such as the Great Fire of London

E2: To explore how people's ways of life, including their own, change with location and time

I know that shared customs, and traditions and beliefs influence the way people live their day to day lives in London.
I can describe differences in modes of transport, clothes, buildings, etc in a time before living memory and now.

E3: To learn about links between their locality and other places in the UK and beyond

I know that London is the capital of England.
I have an understanding of the transport links within London and the UK
I can use simple compass directions (N/S/E/W) and location of and directional language eg. Near far left right, to describe the locations of features and routes on a map.
I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.

E4: To find out about the lives of significant people and events from the past and present

I know some of the key events and information about a significant person e.g. Great Fire of London/ Samuel Pepys and can use a timeline to sequence these.
I can recount events in chronological order.
I can use drama and writing to explore and explain what I have learned about The Great Fire of London.

E6: To use the internet and other digital sources to find out about significant people and events

I can use the internet, books and school trips to answer my questions

E7: To learn the importance of rules and to recognise the difference between right and wrong and what is fair and unfair

Understanding Physical health and development.

E4: To know how to keep safe and how and where to get help

I know what an emergency is
I know how to prevent fires from starting
I know that I can dial 999 in an emergency

E21: To know about the different types of work people do and about different places of work

I can talk about different types of work people do such as firefighters and how they can help us.

Understanding the Arts

E1: To explore a wide range of media and materials to create artworks, improvise and model the real world

E2: to try out a range of tools and techniques with a range of artistic purposes.

I can work as a group to create realistic scenes, using a range of materials including chalk, oil pastels and charcoal e.g London landmark and Great Fire of London artworks.
I can work as an individual to create artworks

When drawing:

I can use pencils, pastels and charcoals in my drawings.
I can show patterns and textures in my drawing by adding dots and lines.
I can show different tones using charcoal
I can make a variety of lines of different sizes, thickness and shapes.

E4: To sing songs and play musical instruments with expression and control, listening and observing carefully.

Singing:

I can take part in singing songs, following the tune (melody) well.
I can listen carefully and recall (repeat) a short melodic pattern.
I can sing along to a music tape or accompaniment, keeping time with the music and other singers.

E6: To listen experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate

I can use word software with confidence
I can add text and pictures using cut and copy
I can use a digital camera
I can create a leaflet using publisher

Science and Technological Understanding

E6: To explore changes in the way things move by push and pull forces

I know that forces affect the way things move
I can use scientific vocabulary to describe the movement of objects and the forces affecting it

I can investigate the effects of different forces on objects and record my results

E7: To explore simple mechanisms and structures to investigate how they work

I can make a wheeled vehicle with an axle which will 'go' e.g. a London tour bus

I can construct a model and understand how it works.

I can use two different types of axles.

Religious Education

E1: to explore a range of religious and moral stories and sacred writings, and talk about their meanings

I can talk about some things in stories that make people ask questions

I can ask about what happens to others with respect for their feelings

I can talk about what is important to me and to others with respect for their feelings

I can describe what a believer might learn from a religious story

Discrete:

PE

E1: To work and play independently and in groups

I can work with others during games and activities,

E2: To listen to, and show consideration for , other people's views.

I can listen carefully and share ideas.

E3: To talk about their own and other's strengths and how to improve

I can recognise my own strengths, and those of others and develop these.

E8: To develop control and coordination of their physical movements

I can travel confidently on different parts of the body

I can bounce, hop and spring using a variety of take off and landings

I can rotate and twist on different body parts