

# OUT OF AFRICA

|                          | <b>Part 1: People Like Us</b><br>(A home and school comparison)   | <b>Part 2: African Spirit!</b><br>(Great people, great food, great music)  |
|--------------------------|---|--|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>• A range of traditional African stories</li> <li>• Stories set in Africa</li> <li>• African retellings of familiar tales</li> <li>• Non-fiction, information texts about Africa, including websites</li> </ul>  | <ul style="list-style-type: none"> <li>• A Long Walk to Freedom by Nelson Mandella (children's version – picture book).</li> </ul> |
| <b>Geography</b>         | <p><b>Place knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a contrasting, non-European country.</p> <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and office.</p> <p><b>Geography Skills and Fieldwork:</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> |  |
| <b>History</b>           | <b>Significant historical events, people and places in their own locality:</b> The History of Powell Corderoy   | <b>The Lives of significant individuals:</b> Rosa Parks, Mary Seacole, Nelson Mandella   |
| <b>Art</b>               | <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use a range of materials creatively to design and make products.</p>   |  |
| <b>Design Technology</b> | <p><b>Cooking and Nutrition:</b><br/>Use the basic principles of a healthy and varied diet to prepare dishes<br/>Understand where food comes from.</p>  |  |
| <b>Music</b>             | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br/>Play untuned instruments musically (drums)</p>   |  |

## EXPLORERS AND ADVENTURERS

|                          | <b>Part 1: Lands of Ice and Snow</b><br>(The Arctic and Antarctic)   | <b>Part 2: Searching for Gold!</b><br>(Ancient Egypt / Pirates of the Caribbean)   |
|--------------------------|--|--|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>The Snow Queen</li> </ul>   | <ul style="list-style-type: none"> <li>Treasure Island</li> </ul>                  |
| <b>Geography</b>         | <p><b>Locational knowledge:</b> Name and locate the world's seven continents and five oceans.</p> <p><b>Geographical Skills and Fieldwork:</b> Use world maps, atlases and globes to identify countries, continents and oceans studied.</p> <p>Use simple compass directions and locational, directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>   |  |
| <b>History</b>           | <p><b>The Lives of Significant Individuals:</b><br/>Scott, Amundsen, Peary</p>   | <p><b>The Lives of Significant Individuals:</b><br/>Howard Carter, Tutankhamun</p> |
| <b>Art</b>               | <p>Use drawing, painting and sculpture to develop and share their ideas.<br/>Use a range of materials creatively to design and make products.</p>  |  |
| <b>Design Technology</b> | <p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users, based on design criteria.<br/>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, finishing)<br/>Select from and use a wide range of construction materials according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products.<br/>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example levers, sliders, wheels and axels) in products</p> |  |
| <b>Music</b>             | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>   |  |

## OUT AND ABOUT

|                          | <b>Part 1: The Enchanted Woods</b><br>(The Nower and local Woodland)   | <b>Part 2: Oh I do like to be beside the seaside!</b> (The Seaside/Under the Sea)  |
|--------------------------|--|--|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>• Stick Man</li> <li>• The Gruffalo</li> <li>• Room on the Broom</li> </ul>   | <ul style="list-style-type: none"> <li>• The Lighthouse Keeper Series</li> <li>• Aunty Dot's Incredible Adventure Atlas</li> </ul> |
| <b>Geography</b>         | <p><b>Human and Physical Geography:</b><br/>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil</p> <p>Use basic geographical vocabulary to refer to key human features, including: port, harbour and shop.</p> <p><b>Geography Skills and Fieldwork:</b> Use simple fieldwork and observational skills to study the geography and the key human and physical features of their surrounding environment.</p>  |  |
| <b>History</b>           | <b>Changes within living memory:</b> The development of the Nower (pictures from the past – loss of woodland).   | <b>Changes within living memory:</b> Holidays to the seaside in the past.  |
| <b>Art</b>               | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, space and form.  |  |
| <b>Design Technology</b> | <p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users, based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, finishing)</p> <p>Select from and use a wide range of components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products<br/>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable.<br/>Explore and use mechanisms (for example levers, sliders, wheels and axels) in products</p> |  |
| <b>Music</b>             | <p>Play tuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>   |  |

## CRAZY INVENTIONS

|                          | Part 1: We never had that in my day!   | Part 2: Crazy Inventions!   |
|--------------------------|--|---|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>Until I met Dudley</li> <li>Three Cheers for Inventors!</li> </ul>  | <ul style="list-style-type: none"> <li>Those Magnificent Men in their Flying Machine</li> <li>One Giant Leap: The Story of Neil Armstrong</li> <li>How Santa Really Works (series)</li> </ul>   |
| <b>History</b>           | <p><b>Changes within living memory</b>, including a timeline of toys and games and inventions around the home.</p> <p><b>The Lives of Significant individuals:</b><br/>           John Logie Baird<br/>           Tim Bernes-Lee<br/>           Alexander Graham Bell<br/>           Thomas Edison/Joseph Swan</p>   | <p><b>The Lives of Significant individuals:</b><br/>           The Wright Brothers<br/>           Neil Armstrong</p> <p><b>Events Beyond Living Memory:</b><br/>           The first aeroplane flight<br/>           The first moon landing</p> |
| <b>Art</b>               | Use drawing, painting and sculpture to develop and share their ideas.<br>Use a range of materials creatively to design and make products.  |   |
| <b>Design Technology</b> | <p><b>Design:</b> Design purposeful, functional products for themselves and other users, based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, finishing)<br/>           Select from and use a wide range of components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products<br/>           Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge:</b><br/>           Explore and use mechanisms (for example levers, sliders, wheels and axels) in products</p> |   |
| <b>Music</b>             | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Play untuned instruments musically  |   |

## WILD AND WONDERFUL

|                          | Part 1: Wild weather   | Part 2: Endangered Species  |
|--------------------------|--|---|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>• Cloudy with a chance of Meatballs</li> <li>• National Geographic Kids Everything Weather</li> </ul>   | <ul style="list-style-type: none"> <li>• I wonder why the dodo is dead</li> <li>• Non-fiction texts about different animals, including websites.</li> <li>• Letters from the Mist (teacher resource)</li> </ul>             |
| <b>Geography</b>         | <p><b>Human and Physical Geography:</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: sea, ocean, river, soil, valley, vegetation, season and weather.</p>   | <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to key physical features, including: sea, ocean, river, soil, valley, vegetation, season and weather.</p>                                |
| <b>History</b>           |  | <p><b>Events beyond living memory:</b><br/>Study of endangered and extinct species e.g. dinosaurs, dodos, more recent ones.</p> <p><b>The lives of significant individuals:</b><br/>Dian Fossey, Sir David Attenborough</p> |
| <b>Art</b>               | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, space and form.  |   |
| <b>Design Technology</b> | <p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users, based on design criteria.<br/>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, finishing)<br/>Select from and use a wide range of components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products<br/>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable.<br/>Explore and use mechanisms (for example levers, sliders, wheels and axels) in products</p> |   |
| <b>Music</b>             | Experiment with, create, select and combine sounds using the inter-related dimensions of music.  |   |

## A TALE OF ENGLAND

|                          | Part 1: Knights and Castles   | Part 2: Heroes and Heroines   |
|--------------------------|---|---|
| <b>Core Texts</b>        | <ul style="list-style-type: none"> <li>• George and the Dragon, by Christopher Wormell</li> <li>• George's Dragon by Claire Freedman</li> <li>• The stories of the patron saints of England, Ireland, Scotland and Wales</li> <li>• The Legend of King Arthur</li> </ul>                        | <ul style="list-style-type: none"> <li>• Robin Hood</li> <li>• Superhero Stories (e.g. Eliot, Midnight Superhero)</li> <li>• How to be a Superhero (instructional text)</li> <li>• Real-life super hero news stories and biographies (topical)</li> </ul>   |
| <b>Geography</b>         | <p><b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical Skills and Fieldwork:</b> Use world maps, atlases and globes to identify the UK and its countries.</p> |   |
| <b>History</b>           | <p><b>Significant historical events, people and places in their own locality:</b> Guildford Castle, Dorking Museum.</p>   | <p><b>Changes within living memory:</b><br/>The International Human Rights Movement (rights of the child, rights of women to vote, etc.)</p> <p><b>The lives of significant individuals:</b><br/>Florence Nightingale, Emily Pankhurst, Mother Theresa.</p> |
| <b>Art</b>               | Learn about the work of a range of British artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  |   |
| <b>Design Technology</b> | <p><b>Cooking and Nutrition:</b><br/>Use the basic principles of a healthy and varied diet to prepare dishes<br/>Understand where food comes from.</p>  |   |
| <b>Music</b>             | Listen with concentration and understanding to a range of high-quality live and recorded music.   |   |