# Geography

What I should already know
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- How to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

The Journey
- To be able to locate the local area on a map and to give directions.
- To learn about physical and human features of the local area.
- To identify different types of services in the local area.
- To be able to collect and record evidence.
- To be able to evaluate what the local area is like.

Key Vocabulary

Locate	Map	Human features	Local
Compass	Navigate	Physical features	Evaluate
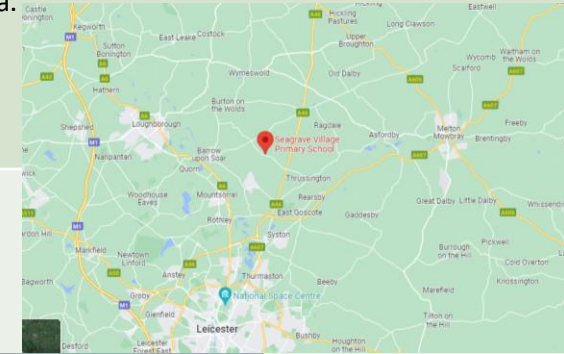
What I will know by the end of the unit

How to use a map to locate a region, county and town focussing on the local area.

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Science

What I should already know
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

The Journey
- To group living things in a range of ways.
- To identify vertebrates by observing their similarities and differences.
- To use a key to identify invertebrates.
- To recognise positive and negative changes to the local environment.

Key Vocabulary

Habitat	Environment	Vertebrates
Invertebrates	Classification	Endangered
Species	Organism	Life processes

What I will know by the end of the unit
How to use the characteristics of living things when sorting them on a classification key.

The dangers to wildlife in the local and wider environment.

Computing

What I should already know

How to create a debug simple programmes.

The Journey
- To create a simple program one step at a time.
- To write a debug a program.
- To read a program.

Key Vocabulary

Programs	Debug	Algorithms
Sequence	Input	Simulating
Output	Controlling	Variables

What I will know by the end of the unit
To design, write and debug programs that accomplish specific goals.

To use sequence, selection and repetition in programs.

PSHE

What I should already know
What feeling safe means by considering risks and hazards.

The Journey
- To be responsible for making good choices in order to stay safe and healthy.
- To identify a risky situation and act responsibly.
- To know how to stay safe when out and about.
- To know how to respond in emergency situations.

Key Vocabulary
Safe, unsafe, hazard, danger, harm, hurt, casualty, unfamiliar place, consequences responsibility, independence.

What I will know by the end of the unit

To recognise where pressure to do things can come from and identify people who can help in an emergency.

RE

What I should already know

The creation story and the celebrating of Shabbat.

The Journey
What is worth celebrating?
What do Jewish families celebrate?
Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?
Why is Pesach important for Jews?

Key Vocabulary
Beliefs, values, celebrations, Shabbat, Synagogue, Pesach.

What I will know by the end of the unit

Provide examples of how Jewish people show the importance of their beliefs about thankfulness.

Art

What I should already know
About the work of a range of artists, making links to their own work.

The Journey
- To understand what different types of art there are.
- To identify and understand different local artists.
- To express their own vision of local art through their own inspired art.

Key Vocabulary
Explore, express, mediums, vision, artists, inspiration, interpretation, technique.

What I will know by the end of the unit

To explore different mediums of art and where they appear in the local area.

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Music

What I should already know
How to read, clap and play crotchets, quavers, rests, minims and semibreves.

Experience with writing a musical composition.

The Journey
- To know what a recorder is; how to look after and clean it and the different parts
- To experiment with making sound using the recorder
- To use my tongue to make my notes clear and consistent
- To be able to play and recognise the notes B, A and G
- To play notes in time with a given rhythm
- To begin to recognise the notes B, A and G on sheet music

Key Vocabulary
Recorder, note, rhythm, staff, crotchet, minim, semibreve, crotchet rest

What I will know by the end of the unit
To be

To play the notes B, A and G on a recorder and begin to play a simple tune.

Design Technology

What I should already know

How to design and create a product for a purpose using a range of techniques.

The Journey
- To recognise why we put food in packaging.
- To investigate and evaluate packaging.
- To design and create packaging.

Key Vocabulary
Packaging, protect, preserve, transportation, storage, products, design, evaluate, materials, mood board.

What I will know by the end of the unit

How to design and create packaging on a 2D net, choosing elements from a mood board.

MFL

Key Phrases
Je voudrais…, s'il vous plaît [Please, May I Have…?], 'J'aime' [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?].

PE

Key skills
Catching, throwing, batting, running, diving, fielding, bowling.