

Year 1: UK and London
Term: Spring 2

Prime question: How is the City of London different to New Addington?

Subsidiary questions:

1. What makes London a city?
2. Why is New Addington not a city?
3. What are the similarities and differences between London and New Addington?
4. How many countries are there in the United Kingdom? What are their capital cities?

Science: animals (including humans)

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Geography

- Name and locate the 4 countries in the UK.
- Find and name their capital cities.
- Find and talk about landmarks in London.
- Compare London to New Addington.
- Begin to understand and follow compass directions
- Use areal maps and photos to identify landmarks in London.

History

(No history topic this half term)

Art

- To use drawing to develop and share their ideas, experiences and imagination (observational drawings of animals from photos).

DT

- Build structures, exploring how they can be made stronger, stiffer and more stable (design and make models of London landmarks – put together to make a City of London display as a 3D map).

Music

- Listen with concentration and understanding to a range of high-quality recorded music (listen to the Vivaldi's Four Seasons – talk about how the seasons sound different. Talk about what instruments could have been used. Discuss your favourite bits and why you like them).

Computing

We are collectors

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Recognise common uses of information technology beyond school.

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies.