Year 1: Our local area (all about me)
Term: Summer 2

Prime question: What can I found out about where I live?

Subsidiary questions:
1. Where do we live?
2. What places can we find in our local area? Can we locate them on a map?
3. What should we include on a map of our local area?
4. Where do we come from?
5. How is our local area different to other places in the UK?

Science: plants
- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Geography
- To understand what a local area is.
- To describe places in our local area, and locate them on a map using directional language (e.g. near, far, left and right).
- To observe local places of significance (school, church, tram stop, supermarket, library, leisure centre) on a fieldwork trip, and discuss where they are using geographical language.
- To draw local places of interest on a basic map.
- To follow a simple map (e.g. of the school) to find a location.
- To use geographical language to describe the physical geography of the local area – forest, hill, river, soil, valley, vegetation.
- To use and follow simple compass directions.

History
(No history topic this half term)

Art
- To understand who Monet was, and what he is famous for painting.
- Compare Monet's paintings of lilies and willows to other contrasting examples of work (e.g. van Gogh – sunflowers)
- To work together to create a Monet-inspired piece of collective artwork (watercolour blue background, tearing tissue paper of different shades and sizes to create water-lilies on top)

DT
- Design and make their own vase of flowers (using plasticine) inspired by van Gogh's sunflower artwork. Children discuss and choose a common flower that they will create.
- To be able to shape and form plasticine to match the design they made.
- To discuss and evaluate their product – compare their product to their design and discuss how well they have created it.

Music
- Use their voices expressively and creatively (learn how to sing song).
- Listen with concentration and understanding to a range of high-quality recorded music.

Computing
- We are treasure hunters (linked to mapping skills)

- 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.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.