

Summer Term Topic title: The Great Outdoors			
Educational visits: Visiting different beaches, towns, villages. Book the minibus to go to different locations around Suffolk to study different physical and human geography Visiting Dedham Constable Country for landscapes	Curriculum Threads: Comparison Civilisation, Community and Culture		
	Our Schools, Our World Link: Biodiversity – reusable materials		
	EYFS	KS1	KS2
Key Texts:		Claude series	Sky Hawk Where My Wellies Take Me
History and Geography	<p>Comparing pictures of different types of places e.g. villages, cities and towns.</p> <p>Creating different types of building using junk materials to create a model town, city and village so that the children can make comparisons.</p> <p>Compare different physical features such as beaches, woods, fields and mountains.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of Suffolk and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic vocabulary to refer to key physical features (beach, cliff, coast, forest etc) and key human features (city, town village, factory, farm etc).</p>	<p>Comparing geographical similarities and differences through the physical and human geography in our local area and compare it to a region in another European country and a region in North America.</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circles.</p> <ul style="list-style-type: none"> • I can locate North America on a world map, using latitude and longitude. • I can locate the Rockies, identify their main physical features and describe how people use them.

	<p>Look at how human features are different in other countries and areas where it is very hot or very cold.</p> <p>Making simple comparisons between different types of weather. Look at the different things people wear in different weathers</p>		<ul style="list-style-type: none">• I can locate Alaska on a map and investigate and evaluate the key features. .• I can begin to understand similarities and different between North America and the UK• Locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics, countries, and major cities.• Identify the position and significance of latitude and longitude.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Describe and understand key aspects of:- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - <p>human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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			<p>sketch maps, plans, graphs and digital technology.</p> <p>How is Climate Change impacting our physical and human geography?</p>
Science	<p>Go on nature walks and compare different plants found in our local area.</p> <p>Grow flowers from seeds and make observations of what happens to the seeds.</p> <p>Look at simple differences and similarities between different trees.</p> <p>Look at what plants need to survive</p> <p>Look at why plants are important to us and other animals</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination seed formation and seed dispersal. Look at different soils and the purpose of soil.</p> <p>I can understand the growth of a plant I can name the parts and functions of a plant I can name the parts and functions of a flower</p>

			<p>I can explain how a plant transplants water</p> <p>I can research how plants adapt to different environments</p> <p>I can label parts of a plant life cycle</p> <p>Consider the dangers Climate Changes pose to plant life.</p>
Art and DT	<p>Create pictures of what they see outside their school</p> <p>Create pictures using natural materials</p>	<p>Art: Drawing and painting landscapes. Compare the work of classical landscape artists such as Turner and Constable with contemporary landscape artists.</p> <p>DT: cooking outdoors</p>	<p>Art: Drawing and painting landscapes</p> <p>I can identify what a landscape is</p> <p>I can use line effectively</p> <p>I can use tone and shade effectively</p> <p>I can make rubbing using appropriate textures</p> <p>I can draw a skyline</p> <p>I can sketch/paint a local landscape</p> <p>DT: cooking outdoors</p>
<p>Music</p> <p><i>Every child will learn to play the recorder throughout KS1 and KS2. Weekly recorder lessons will allow children to learn to read and play music. Further areas of the music curriculum will be explored through</i></p>	<p>Sing songs about the world and about nature</p> <p>Explore different musical instruments</p> <p>Make sounds of different animals and nature using instruments and their voice</p>	<p>Creating music outdoors (refer to, The National Curriculum Outdoors KS1 and Year 3 and 4 books)</p> <ul style="list-style-type: none"> - Listening to and creating natural soundscapes - Using nature to create rhythmical sounds - Make instruments using natural resources and recyclable materials - Recite and compose chants and songs - Using their own body to create body percussions - Play different instruments to compose nature soundscapes and rhythmical chants and songs 	

<i>the curriculum topics.</i>		
Outdoor Learning projects	<p>Outdoor production – create, rehearse and perform a concert entitled ‘The Garden of Music’ consisting of songs, chants, poems and original music all under the theme of nature.</p> <p>Bloomin Marvellous competition – create a sustainable flower display by the deadline at the front of the school - £200 e.g. creating flower displays using reusable materials</p>	