

By the end of this unit children will have learnt...

About the geography of their local environment and make comparisons with a contrasting locality beyond the British Isles. They will begin with an understanding of the features of the school grounds and the wildlife area in particular. They will learn about the different fauna that grows there and develop an understanding of the growing conditions (building on the topic of plants that the children in years 2 and 3 had covered) They will translate this to their understanding and awareness of the rainforest and compare these environments. A trip to the river will give the children the opportunity to understand the river bank as a habitat and how the presence of water may change the plant growth – this will then link to the understanding that the river Amazon is essential for the people who live and work alongside it.

The children and everyday life of people who live and work alongside the Amazon will provide an understanding of diversity and the children will consider the impact of using the river and the rainforest on the environment. They will learn about some of the physical and human features of Rio as a city, as a comparison to Stockbridge and write a guide to holidaying in Rio. Rio carnival could bring music and dance to life to show a feature of life in Brazil that could compare with Stockbridge/carnivals/Trout n about etc

Through art the children will focus on collage which will build upon their work in the previous summer term. They will use the picture “Tiger in a tropical storm” (Or surprised) by Henri Rousseau as inspiration to create a large scale and individual and small scale collage to represent the light and dark of the rainforest.

Through PSHE the children will learn about the importance of water, they may consider what could happen with too little (drought) or too much water (flooding) occurs. They will also consider the work of Wateraid in ensuring that people all over the world have access to clean drinking water and think about why it shouldn't be wasted.

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	Year 1	Year 2	Year 3
Geography	<p>National Curriculum</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>place knowledge</p> <ul style="list-style-type: none"> 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 in a contrasting non-European country <p>human and physical knowledge</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: forest, mountain, river, vegetation, season and weather key human features, including: city, town <p>geographical skills</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, <p>place knowledge</p>

			<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes human geography, including: types of settlement and land use and the distribution of natural resources including water <p>geographical skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<p>Cornerstones</p> <ul style="list-style-type: none"> recognize simple human and physical features on an aerial photograph or simple map, showing an awareness the objects look different from above use the correct terms for simple geographical features in the local environment find and name some continents on the world map identify the similarities and differences between the local environment and one other place 	<p>Cornerstones</p> <ul style="list-style-type: none"> Locate continents and oceans on a world map Identify and describe geographical human and physical features using an aerial photograph Describe and compare human and physical features seen in their local environment and other places in the world Name and locate the world's continents and oceans on a world map or globe Describe and compare the physical similarities/differences between an area in the UK and one of a contrasting non-European country 	<p>Cornerstones</p> <ul style="list-style-type: none"> Locate geographical features on a map or atlas using symbols shown in a key Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features Make comparisons of the same geographical features in different countries Compare and contrast areas of vegetation and biomes in two different locations
Science	National curriculum		
	<p>Plants</p> <ul style="list-style-type: none"> Pupils should be taught to: 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide 	<p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically, they could Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening <p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Working scientifically they could use their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat 	<p>for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working scientifically, they could construct a simple food chain that includes humans (e.g. grass, cow, human). <p>Animals</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) <p>animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
	<p>Cornerstones</p> <ul style="list-style-type: none"> observe objects, materials and living things and describe what they see sort and group objects, materials and living things with help according to simple observational features identify and name common flowers and trees growing in the locality sort trees into groups to show those that are evergreen those that are deciduous identify and name a range of common animals from the local and wider environment name animals living in a range of familiar environments, such as their homes, woodland or school grounds 	<p>Cornerstones</p> <ul style="list-style-type: none"> observe something closely decide, with help, how to group materials, living things and objects identify what eats plants as a food source and recognize simple food chains define the terms 'habitat' and 'microhabitat' giving examples of animals that live in each place 	<p>Cornerstones</p> <ul style="list-style-type: none"> compare and describe how requirements for growth vary from plant to plant and how this relates to a plant's environment, such as with climbing and alpine plants recognize that plants make their own food necessary for growth and survival, storing it in their leaves know that animals, including humans, cannot make their own food, by investigating food chains and recognize that all food begins with a plant
Art – collage	<p>National curriculum</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> about great artists, architects and designers in history.

	<ul style="list-style-type: none"> 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. 		
	Cornerstones <ul style="list-style-type: none"> cut and tear paper and glue it to a surface create a simple pattern using colours and shapes outline personal likes and dislikes regarding a piece of art 	Cornerstones <ul style="list-style-type: none"> cut and tear fabric and papers, attaching them using different joining techniques create patterns using natural materials explain what they like/dislike about an artwork, comparing it with other pieces of art 	Cornerstones <ul style="list-style-type: none"> use a variety of materials to create a collage on a theme Use a range of artistic vocabulary to compare artworks of a particular genre or movement
Music Carnival/samba	National curriculum <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions
	Cornerstones <ul style="list-style-type: none"> listen to a piece of music, identifying if it is fast or slow, happy or sad make sounds in different ways, including hitting, blowing and shaking copy a simple rhythm by clapping or using percussion 	Cornerstones <ul style="list-style-type: none"> describe how an instrument has been used to represent a sound or an object. Begin to recall sounds carefully choose instruments to combine layers of sounds, showing awareness of the combined effect identify the difference between rhythm and pulse 	Cornerstones <ul style="list-style-type: none"> recognize changes in the music, using words like pitch (high/low) timbre (sound quality) dynamics (loud or soft) and tempo (fast or slow) Use standard and invented symbols to represent sounds Create and repeat extended rhythmic patterns, vocally or by using clapping