

Autumn 1. Vehicle Text is A River. Geography focus.

<p><b>Geography skills and content</b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions [N/S/E/W] and locational and directional language [eg near, far, left, right] top describe the features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise physical features; devise a simple map; and construct and use basic symbols in a key</li> <li>• Understand the vocabulary of key physical features, including factory, farm, port, harbour</li> <li>• Know the location of the 7 continents and 5 oceans</li> <li>• Identify the location of hot and cold areas in the world, in relation to the Equator and North and South Poles</li> <li>• use simple fieldwork and observational skills to study the geography of the key human and physical features of the school</li> </ul> <p><b>THE SCHOOL GROUNDS Stand-alone map skills</b></p>
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<p><b>Art and design skills and content</b></p> <ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, texture, shape and pattern.<i>inc Henri Rosseau</i></li> </ul>	<p><b>Design and technology skills and content</b></p> <ul style="list-style-type: none"> <li>• understand where food comes from - <i>food round the world eg chocolate, bananas, fairtrade, imports hot/cold climates.</i></li> <li>• use the basic principles of a healthy and varied diet to prepare dishes (chocolate and banana bread)</li> </ul>	<p><b>Science skills and content</b></p> <p><i>World habitats</i></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> </ul>
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Cross curricular links		
<p><b>Maths</b></p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p><b>Local area / environmental issues / Co Jo</b></p> <p>CoJo – Queen Elizabeth Pollution – link to factories page in River book Harvest – foodbanks, where will it go?</p>	<p><b>Field study / trip</b></p>

<p><b>Links to cultural Capital / British values/PSHE</b></p> <p>Artist - Henri Rosseau Fascination for the world <a href="#">Bk The great big book of families-to understand what diversity is</a> <b>BV – Understanding right and wrong</b></p>	<p><b>Classic text</b></p> <p>Enid Blyton – The Magic Faraway Tree as class text</p>	<p><b>Other subjects</b></p> <p><b>Computing:</b> Online safety <b>RE:</b> Chr: Bible stories – why Jesus is important. <b>PE:</b> Games – net and wall <b>PSHE:</b> Health and well-being <b>Music:</b> Harvest song</p>
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Autumn 2. Vehicle text is the Night gardener. History focus

**History skills and content**

- the lives of significant individuals in the past who have contributed to national and international achievements - compare aspects of life in different periods Elizabeth I and Queen Victoria *eg similarities and differences in clothes over time, how things improved our lives*  
Local History week
- events beyond living memory that are significant nationally [understand what life was like for children in Victorian Britain – schools, workhouses, mining, street sellers, chimney sweeps - including the history of Edleston school and a ‘Victorian Day’ in the classroom].
- significant historical places in their own locality - including the history of Edleston school and a ‘Victorian Day’ in the classroom.

**Art skills and content**

Portrait drawing linked to the three famous Queens – Elizabeth I, Victoria and Elizabeth II

- To use drawing to develop and share their ideas
- To use a range of materials creatively (pencil – sketching and shading)
- To develop a wide range of art and design techniques in using line, shape, form and space

**Science skills and content**

- observe and describe how seeds and bulbs grow into mature plants
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

John Loudon McAdam - modernised the way we build roads  
Julie Brusaw - Solar motorway

Cross curricular links		
<b>Maths</b> Measures	<b>Local area / environmental issues/ Co Jo</b> CoJo – Queen Elizabeth Queen Victoria Park – Queen’s Park, Crewe	<b>Field study / trip</b> Blists Hill Church visit

<b>Links to cultural Capital / British values/PSHE</b> Rule of law Children in work – work houses, chimney sweeps John Loudon McAdam - modernised the way we build roads <b>BV – Understanding right and wrong</b>	<b>Classic text</b> The Nutcracker as guided reading/class text Oliver Twist	<b>Other subjects</b> <b>Computing:</b> Coding, spreadsheets <b>RE:</b> Chr: What can learn about C from the church? <b>PE:</b> Dance <b>PSHE:</b> Health and well-being <b>Music:</b> Christmas production – expression and control pitch
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