

<p>Topic Name – Bright Lights, Big City</p> 	<p>Year Group - Year 1 Spring 1  <b>Topic Purpose Question</b> – How do the human and physical features of London make it unique?</p>	<p>Curriculum Coverage: Geography  <b>Topic Purpose</b> – To develop an understanding about the physical and human characteristics of the United Kingdom especially focusing on subject specific vocabulary and begin to use geographical skills. This topic will include a detailed exploration of the characteristics and features of the capital city, London.</p>	<p>Class Novel: <i>The Adventures of Paddington Bear</i>  <b>Purpose-</b> Topic specific vocabulary and setting to give the children more information about this topic area.</p>
<p><u>Links to previous topics.</u>  EYFS Once upon a time</p> <p><u>Links to future topics.</u>  Year 2 Coastlines  Year 2 Explorers  Year 4 Misty Mountains, Windy Rivers  Year 5 Off With Her Head</p>	<p><b>History</b>  Event beyond living memory that are significant nationally and globally.  <b>Activities:</b>  Create a timeline which shows the chronological events associated with the Great Fire of London.  Find out about the Monument of the Great Fire of London as it is a site of historical importance and a celebration of the rebuilding of the city.</p>	<p><b>Geography</b>  <b>Locational</b>  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  <b>Activity:</b> Locate each country and its surrounding seas.  <b>Place</b>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.  <b>Activity:</b> Comparing two capital cities – compare the UK to Zambia.  <b>Human</b>  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  <b>Activity:</b> Looking at the London maps to identify human features.  <b>Skills and Fieldwork</b>  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  <b>Activity:</b> Locate each country and its surrounding seas.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key.  <b>Activity:</b> Locate from aerial photographs landmarks of London.  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.  <b>Activity:</b> positional language to find Buckingham Palace – route planning.</p>	
<p><b>Engage Stage</b></p> <p>Use the <a href="#">Bunting cut outs</a> to create a themed environment for a royal garden party. Set out cups, saucers and cutlery, with sandwiches, cupcakes and juice. Model some of the formal introductions and conversations that might take place and invite the children to join in. Before allowing the children to enjoy the party, challenge them to explain the purpose of royal garden parties. To help prompt their thinking, ask 'why are royal garden parties important? What do they help the Queen to do? What might you say to someone at such an event? What questions might the Queen or other guests ask?' Invite the children to enjoy the royal role play, encouraging them to talk to others formally.</p>	<p><b>Key Vocabulary:</b> Old, latest, a long time ago, recount, sequence, sources of evidence, timeline, past, before, after, remembrance, monarch, government.</p> <p><b>Purpose Question:</b> How did the Great Fire affect London?  Why is the Great Fire of London significant?</p>	<p><b>Key Vocabulary:</b> Continent, Ocean, Capital, United Kingdom, England, Scotland, Wales Northern Ireland, Belfast, London, Cardiff, Edinburgh, Climate., Equator, Settlement, City, Urban, Offices, Human feature, Physical feature, Left, Right, Landmarks, Aerial, Environment, Key, Symbol, location, Atlas, Globe, North, East, South, West.</p>	
<p><b>Art</b>  <b>Drawing</b>  About the work of a range of artist's craft makers and designers, describing the differences and similarities between the different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Activity:</b> Explore the work of artist Stephen Wiltshire. Draw a London landmark from memory, like Stephen Wiltshire. Ask the children which London landmark they want to draw. Revisit and develop their drawings over time.</p> <p><b>Key Vocabulary:</b> Think, thin, soft, broad, narrow, fine, pattern, line, shape, detail, shade, smudge, blend, drawing pencils.</p>	<p><b>PE</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Activities:</b> Team building and problem solving</p> <p>Participate in team games, developing simple tactics for attacking and defending.  <b>Activities:</b> Games-strike and field focus</p>	<p><b>Music</b>  Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p><b>Activities:</b> Unit 9 Story time (Exploring Sounds).</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Activities:</b> Unit 11 Travel (Performance)</p>	
<p><b>Computing</b>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  <b>Activities:</b> See Computing Planning.</p>	<p><b>PSHE</b>  <b>Dreams and Goals.</b>  My Treasure Chest of Success  Steps to Goals</p>	<p><b>RE</b>  Theme: Celebrations  Key Question: How do people celebrate?</p>	<p><b>Writing focus connected to topic</b>  Instructions - directions (3 weeks)  First Person Narrative – Day in the life of... (3 weeks)</p>

<p>Key Vocabulary: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. commands, add sound.</p>	<p>Achieving Together Careers Day</p> <p>Key Vocabulary: Proud, success, achievement, goal, treasure, coins, goal, learning, stepping stones, process, garden, dreams, working together, team work, achievement, celebrate.</p>	<p>Religions: Hinduism</p> <p>Disposition: Creating unity and harmony</p>	<p><u>Extended/linked reading</u></p> 
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