

D and T		YES Making shelters-igloos	YES Cutting and joining Make puppets e.g. split pin puppets			YES Build and explore making structures - rockets
Personal Development	New Beginnings	Getting on and Falling out	Going for Goals	Good to be Me	Relationships	Changes
Entry/Exit Point						
Enrichment Opportunities (trips, visitors, artefacts)						

Specific Objectives (broken down for each theme)

Theme Title	At the Seaside	Let it Snow	Princes and Princesses	On Safari Out of Africa	The Commotion in the Ocean	Out of this World
Geography	<p>Using maps / symbols Directional language Basic geographical vocabulary</p> <p>NC:</p> <p>Human and physical geography <input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom</p> <p><input type="checkbox"/> use basic geographical vocabulary to refer to physical and human features</p>	<p>Identify on a globe where hot and cold areas are Four points on a compass Directional vocabulary animals / plant life Physical features Weather</p> <p>NC:</p> <p>Human and physical geography <input type="checkbox"/> 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>Geographical skills and fieldwork <input type="checkbox"/> 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</p> <p><input type="checkbox"/> use simple compass directions (North, South, East and West)</p>		<p>Compare UK locality Find Africa on a Map Identify Oceans around Africa People/Way of life Environment/land/resources/food Simple vocabulary</p> <p>NC:</p> <p>Locational knowledge <input type="checkbox"/> name and locate oceans around Africa</p> <p>Place knowledge <input type="checkbox"/> 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>	<p>Geography of the Sea/Oceans and continents Maps/Atlases</p> <p>NC:</p> <p>Human and physical geography <input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork <input type="checkbox"/> 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</p> <p>LINK TO SCIENCE <input type="checkbox"/></p>	
History	<p>Link to Victorian Seaside Holidays</p> <p>events beyond living memory that are significant nationally or globally</p> <p>events within memory</p>		<p>Kings and Queens Changes in living memory Lives of significant people Comparison of old / new monarchs</p> <p>NC:</p> <p>changes within living memory.</p> <p>events beyond living memory that are significant nationally or globally</p>			<p>Events in History Moon landings</p> <p>NC:</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>

<p>Music</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • listen with concentration and understanding to a range of high-quality live and recorded music 					
<p>Art and Design</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>			<p>to design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	
<p>Design and Technology</p>		<p>Design</p> <p><input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p><input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate</p> <p><input type="checkbox"/> explore and evaluate a range of existing products</p>	<p>Design</p> <p><input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p><input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate</p> <p><input type="checkbox"/> explore and evaluate a range of existing products</p>			<p>Design</p> <p><input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p><input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate</p> <p><input type="checkbox"/> explore and evaluate a range of existing products</p> <p>Technical knowledge</p> <p><input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable</p>