

## Our Learning Journey through the Topic

What is a map?

Walk around the school environment to investigate what there is.

What does our school environment look like?

Create a map of our school site

What does a hot environment look like e.g. desert?

What is a human environment and what is a natural environment?

What are human and physical features?

How does the weather change our environment?

Where is our school?

What does a cold environment look like e.g. North Pole?

What are the similarities and differences between hot and cold environment

Walk to the Post box and local park to identify local features.

**Stories  
We Love**

Identify and describe the environment that we live in.

What are the features of our environment?

Walk to the Post box to post a postcard



## Stories We Love



Term taught in:	Autumn 2	Number of Weeks:	7
Objectives	Outcomes		
<b>Understanding the world - People, culture and communities</b> <ul style="list-style-type: none"><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments.</li></ul>	<b>The child will</b> <ul style="list-style-type: none"><li>• Discuss and describe what a celebration is and look at how different people celebrate different celebrations.</li><li>• Discuss celebrations special to them and how their family celebrates.</li><li>• Explore Diwali through a variety of activities. Learn how it is celebrated, who celebrates it and why it is celebrated.</li><li>• Experience a range of maps, aerial photographs and globes</li><li>• Create story maps and maps of our local environment</li><li>• Explore signs and symbols in our local environment</li><li>• Explore both human features (roads, building, bridges) and physical features (river, pond, parks, forest)</li><li>• Children to compare two environments by their features.</li></ul>		
<b>Expressive arts and design - Creating with materials</b> <ul style="list-style-type: none"><li>• Share their creations, explaining the process they have used.</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li></ul>	<b>The child will:</b> <ul style="list-style-type: none"><li>• Children to make Diva lamps</li><li>• Children to create firework pictures and rockets</li></ul>		
<b>Understanding the World - The World</b> <ul style="list-style-type: none"><li>• Look closely at similarities, differences, patterns and change in nature.</li><li>• Knows about similarities and differences in relation to places, objects, materials.</li><li>• Make observations of animals and plants and explain why some things occur and talk about changes.</li></ul>	<b>The child will:</b> <ul style="list-style-type: none"><li>• Carry out various experiments to explore melting and freezing.</li><li>• Look at rain and where it comes from.</li><li>• Create a raincoat using various materials.</li><li>• Explore and identify the four seasons and their features.</li></ul>		
<b>Expressive Arts and Design</b> <ul style="list-style-type: none"><li>• Begins to build a collection of songs and dances</li><li>• Sing and perform songs, rhymes, poems and stories with other, and try to move in time with music.</li></ul>	<b>The child will:</b> <ul style="list-style-type: none"><li>• Children will learn and perform songs linked to their learning (e.g. phonics songs, maths songs)</li><li>• Children to explore different Bollywood music and dance - they are to create their own</li></ul>		

Key Vocabulary	End Products	
<b>Science</b> Sun, rain, snow, windy, hot, cold, warm, temperature, Autumn, Spring, Summer, Winter, melt, ice, solid, liquid,  <b>UTW</b> Similarities, differences, map, physical, human, environment, globes, maps, aerial photograph  <b>EA&amp;D</b> Song, dances, rhymes, poems, music, in time (in relation to dance and music)	<ul style="list-style-type: none"> <li>Take part in different celebrations e.g. weddings, birthdays, harvest</li> <li>Create a Diva Lamp to celebrate Diwali</li> <li>Create a firework picture using various materials</li> <li>Create a Bollywood inspired dance</li> </ul>	
Links to our School Values	Links to British Values	
Trying Your Best Communication Compassion <ul style="list-style-type: none"> <li>Towards different celebrations, cultures and environments.</li> </ul> Honesty Resilience	Being Part of Britain <ul style="list-style-type: none"> <li>Understanding where Britain is and how our environment is different to others.</li> </ul> Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs.	
Cross Curricular Opportunities	Enhancements	Misconceptions
RE: Harvest festival  English: initial, sounds, mark making, words.	<ul style="list-style-type: none"> <li>Trip to church for harvest</li> <li>Walk around the school site</li> <li>Walk around our local area</li> <li>Post a postcard to parents about the best things from their first half-term at school</li> </ul>	Any misconception that would need noting.