Pilgrim Federation
EYFS & KS1
Learning Theme:






Where We Live

Links to Other Learning Themes:
This Learning Theme links to:
Animals Including Pets
Homes & Houses
Oh, We do Like to be Beside the Seaside
Growing Things
Our Planet
People Who Help Us
Transport
Journeys
The British Isles

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Where We Live

Big Question: Where do I live?

<table>
<tr>
<td colspan="2">Focus of Learning (INTENT):
This learning theme will begin with the children considering what their house is like and the area in which they live. They will learn their address and talk about who lives within their home. The children will consider what their house is like and compare this with their peers, learning key new vocabulary. The children will use maps to explore their neighbourhood. Through fieldwork and first-hand experience, the children will begin to recognise key places within their neighbourhood. They will think about the villages and towns that are close by to their home and recognise how these places are similar/different to where they live. The children will recognise that they live in a rural area of North Norfolk and identify key aspects of the countryside. The children will think of places that are special or significant to their local area and discuss how these are used. To finish the learning theme, the children will consider how they travel around their local area and reasons for needing to use these modes of transport (rurality of area).</td>
<td colspan="2" rowspan="2">Prior Learning/Links to Learning Themes:
• Links to the learning theme ‘Transport & Journeys’ as the children will explore how they move around their local area. They will consider different modes of transport and how these are needed due to living in the countryside.
• Links to the learning theme ‘The British Isles’ as the children will recognise that they live in a rural area that is within the countryside.
• Links to the learning theme ‘Homes and Houses’ where children explore different types of houses in their locality..
• The children will consider who lives within their household, including pets, which links to the learning theme ‘Animals Including Pets’.
• Children will have a good understanding of their home and what this is like inside and outside. This is from first-hand experience.
• Children will recognise that families are unique and each family set-up is different.
• Children will have knowledge of key places within their local area from first-hand experience and visiting local places.</td>
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<tr>
<td colspan="2">Key Questions for Teaching:
• What is my house like?
• What county do we live in?
• What can I see from above?
• What can I find in my local area?
• What are the places near my house like?
• What places are special in my local area?
• How do I travel around where I live?</td>
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<tr>
<td>Focused Literacy Texts:</td>
<td>• A Place Called Home by Kate Baker
• Clay the Cromer Crab and the Search for the Lost Seal Pup by Salena Dawson</td>
<td>Texts that Link (these can be read at story</td>
<td>• The Norfolk Story Book
• Clay the Cromer Crab and the Hunt for Black Shuck</td>
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	• Emma Jane's Aeroplane by Daniel Rieley & Katie Haworth • My Map Book by Sara Fanelli • Martha Maps It Out by Leigh Hodgkinson • Last Stop on Market Street by Christian Robinson • The Hundred Decker Bus by Mike Smith	**time and used in provision):**	• Houses and Homes • Ben and Gran and the Whole, Wide, Wonderful World • Where the Forest Meets the Sea • Belonging • The Journey • Your Local Area: Shops • Dear Earth
Role-Play Opportunities	• House • Farm • Cottage • Skyscraper • Beach/Seaside • Woodland • Tent • Shop • Ice Cream Parlour • Tourist Information Centre • Train Station Ticket Office		
Nursery Rhymes & Songs	The Big Ship Sails on the Ally Ally Oh; Busy Farmer Ben; Down at the Station; Head, Shoulders, Knee and Toes; I Went to Visit a Farm One Day; I've Got a Body; Jack and Jill; Mary, Mary, Quite Contrary; Oats and Beans and Barley Grow; Old McDonald Had a Farm; One Man Went to Mow; Row, Row, Row Your Boat; A Sailor Went to Sea, Sea, Sea; Ten in the Bed; We're Driving in Our Car; The Wheels on the Bus; We're Marching in our Wellingtons; Wiggly Woo.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 **What is my house like?** Text – A Place Called Home	N/R – Look at photographs of different types of houses. Talk about these and how they are similar/different. N/R – Look at photographs of houses in third world countries. Talk about the challenges they face and why.	N/R – Talk about rules within the home and how we stay safe. N/R – Learn their address. Discuss the importance of knowing this in case of an emergency.	N/R – Add junk modelling resources to the craft area to enable children to build their houses. N/R – Place maps of the local area and magnifying glasses for children to explore. N/R – Build houses using different construction materials.	N/R – Read the focus text and look at the different types of houses. Ask the children open-ended questions. Collate information and add this to a display next to pictures of the different houses. *Talk to the children about pen pals.*	Following White Rose Maths	N – Use poly blocks (polystyrene tiles) to make prints. R – Make a clay tile suitable to have in their house.	We live in the country England. We live in the county of Norfolk. We go to ____ Primary School which is in the village of _____. N – Draw or make their house using craft materials. Add labels using meaningful marks. R – Draw their house with increasing complexity.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World

Week 1 (Cont.)		N/R – Talk about emergency evacuation procedures and what we would do if there was an emergency within our home or if someone we lived with was unwell.		*Think about where we live and how this is different to other places within the world.* *Introduce the children to pen pals (you can use a website).* N – Provide the children with an outline of a house and encourage them to add labels (these could be using marks or pre-cut labels).	Following White Rose Maths		Ensure accuracy of shapes/lines. Write sentences (similar to above) to describe the location of their house.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (Cont.)				N – Make a lollipop person of themselves and	Following White Rose Maths		

				add this to the house. Write their names above the person. N – Make their school from junk modelling resources. Add labels and describe their school (make a video of their descriptions) to send to a pen pal.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (Cont.)				N – As a group, create a shared write of a	Following White Rose Maths		

				postcard for a pen pal. N – Draw pictures for pen pals and add labels – these could be their favourite places, family portraits etc. R – Write a list of questions you'd like to find out about your pen pals' country. Record these in your book.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (Cont.)				Encourage the children to use the word *and.*	Following White Rose Maths		

				R – Create an 'All About Where I Live' fact file to send to a pen pal. R – Draw your school and add labels to send to a pen pal. R – Write a postcard to a pen pal to describe where you live. R – Write a pen pal letter.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 **What county do we live in?** Text – Clay the Cromer Crab and the Search for the Lost Seal Pup by Salena Dawson	N/R – Talk about the county of Norfolk and famous people that have lived/live here. N/R – Use a map of Norfolk to talk about significant places. Add pins and labels to these places. N/R – Look at photographs of Norfolk and compare this with other places in England. How is it similar or different?	N/R – Talk about what the children like/dislike about living in Norfolk. N/R – Discuss different job roles associated with Norfolk (aspirations for pupils). R – Write a letter to someone that lives in a city or different country. Ask them what it is like where they live.	N/R – Make split pin crabs and retell the story. N/R – Create a farm/seaside and woodland tuff tray for the children to explore using their senses. N/R – Provide the children with clay or playdough to make buildings from.	N/R – Read the story and discuss where it is set – this is near us. Who has been to Cromer? What is there? You could look at an aerial view of Cromer and discuss this. Introduce seaside words and use this vocabulary to refer to the story.	Following White Rose Maths	N – Paint a picture of a Norfolk landscape using watercolours. R – Learn about the Norfolk artist called John Constable. Choose an area of Norfolk to create an oil picture from.	N – Look at photographs of different places within Norfolk. Talk about what these are like and add labels. Add them to a map of Norfolk to form a display. R – Complete a sorting activity based on what can/cannot be found in Norfolk (link to physical/human geographical features).

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (Cont.)	N/R – Talk about the Norfolk dialect and key phrases related to this.	R – Design a flag for Norfolk.	N/R – Create a fish and chip shop in the role-play corner and add key enhancement. N/R – Add boats to the water tray and take part in pretend play on The Norfolk Broads. N/R – Make homemade fish and chips!	N – Retell the story using props and puppets. N – Match pictures from the story to their initial sound. N – As a group, create a visual map of Clay's journey to sequence the story. N – Make labels for different items from the story. N – Draw or make Clay the crab from clay.	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 (Cont.)				Add labels to describe Clay. R – Draw a scene from the story and add labels using descriptive words and seaside words. R – Independently create a visual map of Clay's journey. Add captions to explain his journey. R – Draw Clay and add descriptive labels or sentences.	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 2 (Cont.)				R – Make a LOST poster for the lost seal pup.	Following White Rose Maths		

				R – Write a thank you letter from the Mummy Seal.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 **What can I see from above?** Text – Emma Jane's Aeroplane	N/R – Use Google Earth or Google Maps to look at England from above. Discuss what can be seen. What do we notice about seeing things from above? N/R – Complete a treasure hunt of the local area school using photographs from above. Can the children recognise the places from an aerial view?	N/R – Locate our houses on a map/ interactive map from above. How do we know it is our house? What do we see first? N/R – Look at aerial photographs of different countries (hot vs cold). What do we notice is different?	N/R – Provide the children with cardboard tubes to make binoculars to see things from above. N/R – Place photographs of the local area and England from an aerial view. Add magnifying glasses for the children to explore.	N/R – Read the story and talk about Emma's whirlwind journey. Think about why someone might use an aeroplane. Have the children been on an aeroplane? Share their experiences. N – Take part in pretend play where they visit different destinations via aeroplane.	Following White Rose Maths	N – Create a cartoon aerial view map of the school and local area. Use printed out images and add drawings and labels. Use cars to drive around the map! 	N – Pretend to be birds! Use magnifying glasses and binoculars and look from above. Climb the church tower – what can you see? R – Complete a map of the school playground using an aerial view. Include the key features.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 3 (Cont.)			N/R – Make houses from different materials and test which is strongest and why. N/R – Add roof tiles, foam bricks and other building materials in the construction area outside.	Where do they go? What it is like? How do they feel? N/R – Think about what it is like to travel on an aeroplane. Explain that we need a passport. N – As a group, make a passport for a journey.	Following White Rose Maths	R – Look at an aerial view of Norfolk using google maps. Create an aerial view artwork. Mix colours to add different shades to the landscape. 	

	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)				N – Think about a place they'd like to visit in an aeroplane.	Following White Rose Maths		

				Draw four items they'd pack in their suitcase and add initial sounds. N – Draw or paint a scene from a country that you'd like to visit. Tell an adult why you'd like to visit this country.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (Cont.)				R – Make individual passports using a template. R – Draw them travelling on an aeroplane.	Following White Rose Maths		

				Write a sentence to explain where they went. R - Think about a place they'd like to visit in an aeroplane. Write a list of items they'd take with them in their suitcase.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 3 (Cont.)				Extend learning by saying what they need each item for. R – Choose a city or country you'd like to visit. Learn about the animals and landmarks that are there.	Following White Rose Maths		

				Draw a landmark and label. Draw the animals and label.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 **What can I find in my local area?** Text - My Map Book by Sara Fanelli	N/R – Discuss the history of the local area and where they live. Link this to significant events in history. N/R – Create a timeline of events linked to the time in history discussed. N/R – Look at photographs of key places within the local area. Label these using key vocabulary.	N/R – Visit the local park. Talk about the key features of the park. N/R – Talk about their village and what they like about it. N/R – Visit the village shop (if you have one). N/R – Visit the local care home (if you have one) and spend time with the residents.	N/R – Provide large sheets of paper and pens for children to create their own maps. N/R – Provide pictures and cut-outs of the key places within the local area for the children to create cut and stick maps. N/R – Create a builder's workshop in the role-play area.	N/R – Look at the text and talk about how this is a book of different types of maps! Talk about the different maps that are within the text. N/R – Create a time capsule as a class and bury this somewhere. Explain that we are going to create a map for people to find this at a later date.	Following White Rose Maths	N/R – BBC Listen and Play - Swings, Slides and Playground Rides. N/R – This week the UW/EAD objectives link, so use these.	N/R – Visit a National Trust area in Norfolk. N/R – Go on a seal trip. N/R - Go on a walk around the local area. Create a linear map of the places visited. N – Create a 3D map using craft resources. Include key geographical features.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (Cont.)			Can the children build houses?	N/R – Add items to the time capsule. Write labels for this. R – Write a letter for the time capsule. N – Create pictorial instructions for people to find the time capsule (clues as to where they can find it). N – Describe routes verbally.	Following White Rose Maths		R - Draw a sketch map of their neighbourhood. Make this specific to your school and local area.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (Cont.)				Adults can record these. R – Write directions for people to find the time capsule. R – Create an illustrated guide book to find the time capsule using pictures and words for clues.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 **What are the places near my house like?** Text – Martha Maps It Out	N – Look at photographs of key places within the local area and learn key vocabulary associated with them. R – Look at photographs of physical and human geographical features. Sort them into the two categories.	N/R – Compare their house/street with their peers. What is similar or different? N/R – Talk about if they have a garden. What is in their garden? N/R – What is their favourite room in their house and why?	N/R – Explore the outdoor environment(s) that are in the local area. N/R – Take part in a beach day. N/R – Visit a woodland and take part in forest school activities. N/R – Visit the key physical/ human geographical locations that are close by e.g. river.	N/R – Explore the story. Pause on each page and discuss Martha's world. N - Provide pre-drawn simple maps of the local area. Children can match pictures to the map. Allow children to add labels. N – Create a map of a key place within the local area.	Following White Rose Maths	N/R – Collect natural materials from the local area. Make a collage from the natural materials. R – Learn about Claude Monet's bridge painting and link this to Pensthorpe. Re-create the painting. 	N – Create a cut and stick map key using pictures and words. R – Create a map key. Where are the key places of significance and how can these be identified? You could explore physical/human geographical features here linked to the area of your school.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (Cont.)	N/R – Look at a map and locate key places of importance such as doctors, vets, police station, hospital.			Add labels using emergent writing. N – Join R for a walk around the local area. As a group, create a simple map and label. N – Create a journey stick based on the walk around the local area. Use new language to retell the route.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (Cont.)				R – Create a folded booklet with 'zoom levels' like in Martha's book. Add labels and words to describe each level. R – Draw a simple map of the local area. Add labels. R – Go on a journey to a place within the local area. Draw a route and add writing to describe what they saw.	Following White Rose Maths		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (Cont.)				R – Add speech bubbles to pictures of Martha.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 **What places are special in my local area?** Text – Last Stop on Market Street	N/R – Talk about our local church (or visit) and the importance of this to us as a school. N/R – Visit places of particular interest or importance to the local area. N/R – Look at pictures of key places of significance in the local area. Talk about why they are special.	N/R – What special place would the children like to have in their village why? N/R – Talk about how special places differ between people. Talk about where we can find some other special places e.g. mosques etc. N/R – What place is special to them and why?	N/R – Add paint and oil pastels for children to draw and create special places. N/R – Set up a park tuff tray with small world people for them to freely explore. N/R – Provide the children with different material and sewing tools for children to make a special keepsake to take with them around the local area.	N/R – Look at the pictures within the book before reading. Talk about what they notice. Read the story and talk about journeys the children take. N – Use objects/photos of items linked to the story. Place this in a treasure basket and discuss. N – Match picture cards to words. Talk about these.	Following White Rose Maths	N – Make a keepsake box to keep special treasures in. R – Think about the place that is special to them. Sketch this and add colour to represent the special place. Explain why this place is special to them.	N – Make/paint or create one of the special places from the local area. Talk about why it is special and what it is used for. R – Draw and label key places of significance. Write a sentence(s) to explain their use and why they are special.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (Cont.)		N/R – Compare the special places we have with those elsewhere in the country and world. Look at the Seven Wonders of the World.	N/R – Construction materials and/or playdough for the children to build and make special places.	N – Talk about their favourite part of the story and how CJ might feel. N – Think of key words in the story e.g. bus and market. Go on a sound hunt for items that begin with these sounds. N – Practise writing their names like CJ and Nana in the story.	Following White Rose Maths		Link this to specific places of interest linked to the school e.g. Shrine for Walsingham, history of Blakeney Quay, Kelling Estate and the history of smuggling.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (Cont.)				N – Draw or paint people that help them, like Nana. Write their name. R – Draw CJ's bus ride and add labels. R – Write thank you notes to someone that helps them, like Nana. R – Children imagine they are CJ/Nana. Where would the bus take them?	Following White Rose Maths		
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 6 (Cont.)				Draw the destination or	Following White Rose Maths		

				their version of market street. Describe using full sentences. R – Identify rhyming words within the text. Record these within their books. R - Print 4–6 key images from the book. Put them in order and explain the story orally.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 **How do I travel around where I live?** Text – The Hundred Decker Bus	N/R – Listen to sounds from the town and guess where they come from. N/R – Talk about the journeys we can carry out when walking. How far can our feet take us? N/R – Make a giant steering wheel from cardboard and use chairs to make a car. Pretend to travel around the local area.	N/R – Look at different road signs. What do they mean and how can they keep us safe? N/R – Talk about a pedestrian crossing. What is it needed for? N/R – Talk about the different uses of vehicles and how they are used.	N/R – Add toy vehicles and car mats/maps. Allow the children to explore using the different toy vehicles such as cars, buses, trains and tractors. N/R – Add cardboard and resources for children to make their own bus.	N/R – Look at the front cover. Ask the children how many decks they can see. Read the text and discuss. N – Make bus tickets. Add marks, names and numbers. N – Create signs for a bus stop.	Following White Rose Maths	N – Use percussion instruments to make sounds related to the different vehicles that are used for travel. R – Use clay, salt dough or playdough to make a 3D vehicle as a sculpture.	N/R – Go on a bus to the next village. If you have a train in your village or nearby, take the children on this for first-hand experience. N – Draw pictures/make crafts based on modes of transport. N – Use different toy vehicles such as cars, trains and buses to move around a map of the local area.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (Cont.)	What do we see along the way?		 N/R – Allow the children to use different percussion instruments to represent travel.	N – Take part in imaginative play, re-enacting what happens at a bus station. N – Use a picture of a bus or toy buses to retell the story. Encourage the children to use full sentences 'The bus went to…'. N – Make a large-scale decker bus.	Following White Rose Maths		R – Talk about the countryside and the rurality of where we live. Talk about what this means for transport. Compare this to cities and the modes of transport available there. Discuss modes of travel where we live and the importance of these. .

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (Cont.)			N/R – Use the bikes/trikes and other wheeled toys. Add photographs of the local area in the outdoor environment and allow the children to travel around. N/R – Build a train track. N/R – Farm sensory tuff tray with tractors and other farm machinery.	Talk through how it was made. R – Draw their own 'hundred-decker' bus with different floors. Add labels to the bus. R – Provide the children with pictures from the story and get them to write sentences underneath.	Following White Rose Maths		Draw the modes of transport we use and write a sentence(s) to explain how/why we need different transport

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy	Mathematics	Expressive Arts & Design	Understanding of the World

Week 7 (Cont.)				R – Create a large floor/wall map of the buses route and add labels. Describe the route. R – Draw their favourite deck and say why this is their favourite. R – Go on a bus journey. Write a recount of their journey (this could be fictional).	Following White Rose Maths		

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about 'Where We Live' children will be able to answer the following questions:

1. **Can you tell me some of the things you like about living here in [mention the general area, e.g., Blakeney, Hindringham, Kelling, Walsingham]?** (This encourages positive associations and helps them identify enjoyable aspects of their locality.)

2. **What are some of the different kinds of buildings you can see where we live?** (This focuses on observation skills and helps them identify different types of structures in their community.)

3. **Can you name some of the places you like to visit near where you live? What do you like to do there?** (This explores their engagement with local amenities and their personal experiences within the community.)

4. **How do you think our local area is different from other places you might have visited or seen in pictures?** (This encourages comparative thinking and awareness of the unique characteristics of their area.)

5. **What are some of the things that make our local area a good place to live? (Think about things for people, animals, or plants.)** (This broadens their perspective and encourages them to consider different aspects of a thriving community.)

6. **If you could change one thing about where we live to make it even better, what would it be and why?** (This encourages critical thinking and allows them to express ideas for improvement in their local environment.)

Other questions to consider:

What are some of the sounds you often hear where you live? (Think about nature, people, or transport.) (This engages their auditory senses and helps them connect sounds to their surroundings.)

Can you tell me about any special places near our school, like a park, the beach, or a market? What makes them special? (This focuses on local landmarks and encourages them to articulate their significance.)

How do you think people who lived in the area a long, long time ago might have lived differently? (This introduces a basic concept of historical change within their own locality.)

What are some of the different jobs or ways that people in the area might earn a living? (This connects their local area to the idea of work and community roles.)

If someone was visiting here for the first time, what is one thing you would tell them they must see or do? Why? (This encourages them to think like a local and identify key attractions or experiences.)

How do you help to look after where we live? (Think about things you do at home, at school, or in the community.) (This promotes a sense of responsibility and encourages them to consider their role in maintaining their local environment.)

Key Vocabulary:

This is a key vocabulary list for Key Stage 1, specifically tailored to the theme "Where We Live" with a focus on North Norfolk.

The vocabulary is categorised to align with the geography and history curriculum expectations for KS1, while highlighting the unique features of the North Norfolk coast and countryside.

1. Geographical Vocabulary (Physical Features)
This vocabulary helps children describe the natural landscape they see around them.
Coast: The land next to the sea.
North Norfolk context: The long stretch of land meeting the North Sea.
Beach: An area of sand or pebbles next to the sea.
Context: Cromer (sand) vs. Cley or Salthouse (pebbles/shingle).
Cliff: A steep rock face, especially at the edge of the sea.
Context: The famous cliffs at Hunstanton (striped) or Cromer.
Sea / Ocean: The salt water that covers much of the earth.
Context: The North Sea.
Forest / Wood: A large area covered chiefly with trees and undergrowth.
Context: Sheringham Park or Wells/Holkham.
Field: An area of open land, especially one planted with crops or pasture.
Context: The farmland surrounding the villages.
Marsh: An area of low-lying land that is flooded in wet seasons or at high tide, and typically remains waterlogged at all times.
Context: The salt marshes at Stiffkey or Morston.
Dunes: A mound or ridge of sand formed by the wind, usually along the beach.
Context: Holkham or Winterton dunes.

2. Geographical Vocabulary (Human Features)
This vocabulary describes things built or made by humans.
Town: A built-up area with a name, defined boundaries, and local government, that is larger than a village.
Context: Sheringham, Cromer, Holt, Fakenham.
Village: A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.
Context: Blakeney, Cley-next-the-Sea, Hindringham, Kelling, Walsingham, Weybourne.
Harbour: A place on the coast where vessels may find shelter.
Context: Wells-next-the-Sea harbour.
Pier: A structure leading out from the shore into a body of water, used as a landing stage for boats or for entertainment.
Context: Cromer Pier.
Lighthouse: A tower or other structure containing a beacon light to warn or guide ships at sea.
Context: Happisburgh or Cromer Lighthouse.
Farm: An area of land and its buildings used for growing crops and rearing animals.
Cottage: A small simple house, typically one near a lake or beach.
Context: Often made of flint in this region.

Windmill: A building with sails or vanes that turn in the wind and generate power to grind corn into flour.
Context: Cley Windmill or Bircham Windmill.

3. Directional & Map Skills
Essential for describing "where" things are.
North, South, East, West: The four main compass points.
Near / Far: Describing distance.
Left / Right: Describing turns and location.
Map: A drawing of a particular area.
Symbol: A small picture on a map that tells you where something is (e.g., a duck for a pond).
Key: The part of the map that explains what the symbols mean.
Aerial View: Looking at something from above (like a bird).

4. Local Materials & Wildlife (Science overlap)
Specific terms that connect the geography to the specific "flavour" of North Norfolk.
Flint: A hard grey rock found in chalk or on beaches, often used to build houses and churches in Norfolk.
Chalk: A soft white limestone. (The "bedrock" of much of the area).
Seal: A sea mammal that lives along the coast.
Context: Blakeney Point seal colonies.
Crab: A sea creature with a hard shell and pincers.
Context: The famous Cromer Crab.
Samphire: A green plant that grows in salt marshes and is eaten as a vegetable.

Art & Design

Art & Design objectives for Key Stage 1 relating to the Learning Theme 'Where We Live', broken down by key areas. Pupils can observe, represent, and interpret their immediate environment.

General Principles for 'Where We Live' Art & Design:
Observation: Encouraging children to look closely at their surroundings (buildings, gardens, streets, nature).
Representation: Giving them various ways to depict what they see and imagine.
Personal Connection: Allowing them to express their feelings and experiences of their home and local area.
Material Exploration: Using diverse art materials to create different effects.
Cultural Context: Broadening their understanding of different types of homes and communities.

Key Stage 1 Art & Design Objectives: 'Where We Live', aligned with KS1 National Curriculum:

1. Developing Ideas (Generating and Developing Ideas)
Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Where We Live Link: Draw or paint their own house, their street, or their favourite local park. Sculpt a model of a familiar building or a landmark. Imagine and draw a 'dream home' or a fantastical place they'd like to live.

Objective: To explore and create a range of artistic responses to observation and imagination.
Where We Live Link: Draw quick sketches of houses from different angles. Create imaginative maps of their local area. Design a garden for their home.

2. Making (Making Skills - Materials, Techniques, Processes)
Objective: To use a range of materials creatively to design and make products.
Where We Live Link: Build 3D models of houses or a street scene using junk modelling materials (cardboard boxes, tubes). Create collages using fabric scraps, paper, and natural materials to represent homes or local landscapes.

Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Where We Live Link:
Drawing: Draw detailed pictures of rooms in their home, local shops, or features in their garden using pencils, crayons, charcoal. Focus on lines, shapes, and patterns seen in buildings (bricks, windows).
Painting: Paint landscapes of their local area (parks, fields) using different brush strokes to create textures. Experiment with colour mixing to capture different times of day (sunrise/sunset over their home). Paint portraits of family members at home.
Sculpture: Create clay models of animals found in their garden or pets. Make small world play scenes of their street using playdough or construction materials.

Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Where We Live Link:
Colour: Experiment with warm and cool colours to represent different moods or times of day in a home setting. Mix colours to match natural elements found locally.

Pattern: Identify and create patterns found on bricks, fences, wallpaper, or textiles in homes. Design their own patterns for a room in a house.
Texture: Use various materials (e.g., corrugated card for roofs, sand for paths, fabric for curtains) to create textured collages or models of homes. Use different drawing tools to create textured lines (e.g., rough bark, smooth glass).
Line: Use different types of lines (straight, wavy, zig-zag) to draw buildings, roads, and natural features.
Shape: Identify and draw 2D and 3D shapes found in buildings (rectangular windows, triangular roofs, cuboid houses). Create abstract representations of homes using geometric or organic shapes.
Form: Build 3D forms of houses, trees, or local landmarks using modelling materials.
Space: Consider foreground, middle ground, and background when painting or drawing a local scene (e.g., house in foreground, trees in middle, hills in background).

3. Knowledge and Understanding (Evaluating and Analysing)
Objective: To look at and talk about the work of a diverse range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Where We Live Link: Look at artists who paint landscapes or cityscapes (e.g., L.S. Lowry for industrial towns, Vincent van Gogh's houses/villages). Discuss how different artists represent homes or communities. Compare and contrast local architecture with images of homes from different cultures (e.g., igloos, yurts, stilt houses).

Objective: To appreciate the qualities of the work of others.
Where We Live Link: Share and discuss each other's artwork of homes and local areas, talking about what they like and how different children have interpreted the theme.

Practical Activity Ideas Linked to Objectives:
"My House" Portraits: Children draw or paint their own house, focusing on details like the number of windows, door colour, or garden features.
Neighbourhood Collages: Using photographs or magazine cut-outs (and drawn elements), create a collage of their street or local area.
3D Village/Town: Work collaboratively to build a miniature village or town using junk modelling materials, creating different types of buildings.
"Map Art": Draw or paint a bird's-eye view map of their journey from home to school, including landmarks.
Local Landmark Sculpture: Create a sculpture of a well-known local landmark (e.g., church, library, local shop) using clay or salt dough.
Nature Weaving/Collage: Collect natural materials from their garden or local park and create a woven piece or collage representing the natural elements of their home environment.
Pattern Exploration: Take rubbings of textures found on buildings (brick, stone, wood) and use these in artwork. Design wallpaper patterns for a doll's house or a section of their own home.
"Dream Room" Design: Design and draw a room they would love to have in their house, incorporating their favourite colours, patterns, and features.

Other Art & Design activity ideas for the Learning Theme, 'Where We Live', blending observation, imagination, and different art techniques:

Focusing on Blakeney:
Blakeney Harbour Collage:

Idea: Create textured collages of Blakeney Harbour.
Materials: Different shades of blue and brown paper/fabric scraps for the water and mudflats, textured materials like string or wool for boats' rigging, shiny paper for reflections, and maybe even some sand glued on for the beach.
Technique: Children can tear, cut, and layer the materials to represent the scene they've observed or imagined. They could focus on the shapes of the boats, the vastness of the sky, or the winding creeks.
Blakeney Point Nature Prints:
Idea: Use natural materials found (or represented) from Blakeney Point to create prints.
Materials: Leaves, grasses, shells (if ethically sourced or represented with drawings), paint, paper.
Technique: Children can paint the natural items and press them onto paper, or arrange them on paper and paint over them to create silhouettes. This connects to the local wildlife and landscape.

Seagull Mobiles:
Idea: Design and create hanging mobiles of the iconic Blakeney seagulls.
Materials: Cardboard, white paint, grey markers, feathers (if found), string, sticks or coat hangers.
Technique: Children can draw and cut out seagull shapes, decorate them, and then hang them at different lengths from a central point to create a mobile that moves in the breeze.

Exploring Hindringham:
Hindringham Hall Gardens Painting:
Idea: Capture the beauty of Hindringham Hall's gardens through painting.
Materials: Watercolour paints, thick paper, brushes.
Technique: Encourage observation of the different colours and shapes of the flowers, leaves, and the architecture of the hall (simplified). Focus on mixing colours and creating washes.

Vegetable Printing from Local Farms:
Idea: If there are local farms around Hindringham, explore vegetable printing.
Materials: Root vegetables (cut in half), paint, paper.
Technique: Children can dip the cut vegetables into paint and press them onto paper to create interesting patterns and textures, connecting to the agricultural aspect of the area.

Discovering Kelling:
Kelling Heath Landscape Drawings:
Idea: Create drawings inspired by the diverse landscape of Kelling Heath.
Materials: Pencils, crayons, coloured pencils, different types of paper.
Technique: Encourage children to observe the different textures of the trees, the rolling hills, and the sky. They can experiment with different drawing techniques like hatching and blending.

Kelling Quilt Squares:
Idea: Design individual "quilt squares" that represent something they've seen or experienced in Kelling.
Materials: Squares of fabric or paper, fabric pens, felt tips, collage materials.
Technique: Each child creates their own square, and these can then be displayed together to form a collaborative "Kelling Quilt."

Wondering about Walsingham:
Walsingham Abbey Ruins Rubbings:

Idea: Explore the textures of the Walsingham Abbey ruins through rubbings.
Materials: Paper (different textures work well), wax crayons (sideways).
Technique: Children can place paper over textured surfaces of the (represented or photographed) ruins and rub with crayons to reveal the patterns and shapes.

Stained Glass Window Designs:
Idea: Create colourful "stained glass" window designs inspired by the architecture of Walsingham.
Materials: Black card, coloured cellophane or tissue paper, glue.
Technique: Children can cut out window shapes from the black card and then glue pieces of coloured cellophane or tissue paper behind the openings to create a stained-glass effect.

General Ideas Connecting All Locations:
"My Favourite Place" Picture Maps: Children can draw a map of one of the locations and highlight their favourite spot with a special drawing or symbol.

Local Buildings Clay Models: Using clay, children can create simple models of familiar buildings like their houses, a local shop, or a church in one of the villages.

Nature Walk Sketchbooks: Take the children on short nature walks in each location and encourage them to sketch interesting things they see – a particular tree, a flower, a bird, a stone.

Postcards of Our Home: Design and create postcards showcasing the different villages. They could use drawings, paintings, or collages.

Tips for Key Stage 1:
Keep it simple! Focus on exploration and experimentation with materials.
Provide lots of visual aids and examples.
Encourage discussion and sharing of ideas.
Connect the art activities to their direct experiences of living in these areas.
Display their artwork proudly (Annual Salthouse Art Exhibition).

Computing

Computing objectives for Key Stage 1 relating to the learning theme 'Where We Live', broken down into specific areas. The theme 'Where We Live' provides opportunities for children to use technology to explore their local environment, create representations of it, and understand its impact.

General Principles for 'Where We Live' Computing Theme:
Digital Literacy: Understanding how technology is used in their local environment.
Computational Thinking: Using logic and problem-solving to represent aspects of their local area.
Creativity: Using digital tools to express their understanding of 'Where We Live'.
Online Safety: Discussing how to use technology safely when exploring their local area.

Key Stage 1 Computing Objectives: 'Where We Live'
1. Programming and Algorithms (Computational Thinking)
Objective: Understand what algorithms are; create and debug simple programs.

'Where We Live' Link:
Directional Algorithms: Write simple algorithms (sets of instructions) to guide a character (e.g., a sprite in Scratch Jr., a Bee-Bot) around a digital map of their local area (e.g., from school to the park).
Debugging Routes: If the Bee-Bot doesn't reach the target house on the map, identify and correct the error in the sequence of instructions.
Daily Routine Algorithms: Create a sequence of instructions for a character's "journey" around their home or local area (e.g., 'Wake up', 'Eat breakfast', 'Walk to School').

Objective: Use logical reasoning to predict the behaviour of simple programs.
'Where We Live' Link: Predict where a character will end up on a digital map if given a specific set of instructions.

2. Digital Content Creation (Creativity)
Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
'Where We Live' Link:
Digital Maps: Create simple digital maps of their local area using drawing software (e.g., Tux Paint, Google Drawings basic tools, or a simple online map creator). They can add symbols for houses, shops, parks, etc.
Photo Collages/Stories: Take photos of local landmarks or features around their school/home and create a digital collage or simple photo story using presentation software (e.g., Google Slides, PowerPoint basic tools) or a simple photo editor.
Soundscapes: Record sounds from their local environment (e.g., traffic, birds, children playing) and combine them to create a digital soundscape of 'Where We Live'.
Digital Postcards: Design and create digital postcards featuring pictures and short descriptions of their favourite local places.

Objective: Use a variety of software applications to achieve given goals.
'Where We Live' Link: Employ different tools for different tasks within the theme, e.g., a drawing tool for mapping, a word processor for labels, a camera app for capturing images.
3. Data Handling (Understanding the World)
Objective: Recognise common uses of information technology beyond school.
'Where We Live' Link:
Community Technology: Discuss how technology is used in their local area (e.g., traffic lights, CCTV cameras, digital signs, public transport apps, online shopping for local businesses).
Mapping Apps: Explore simple mapping applications (e.g., Google Maps Street View, if appropriate and carefully curated) to see aerial views or street views of their local area, discussing what they see.

Objective: Use technology to collect, analyse, evaluate and present data and information. (Simplified for KS1)
'Where We Live' Link:
Simple Surveys: Create a simple tally chart or pictogram on a computer (e.g., using a basic spreadsheet or drawing program) showing different types of buildings or vehicles seen in their local area.
Photo Sorting: Sort and group photos of local features based on categories (e.g., natural features, man-made features, transport).

4. E-Safety and Digital Literacy (Online Safety and Responsible Use)

Objective: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
'Where We Live' Link:
Privacy on Maps: Discuss why it's important not to share personal information (like their exact house number) when creating digital maps or sharing pictures of their local area online.
Appropriate Content: Discuss what types of images or information are appropriate to share about their local area and what might be considered inappropriate.
Asking for Help: Understand that if they see something online about 'Where We Live' that makes them uncomfortable (e.g., an inappropriate image of a local landmark), they should tell a trusted adult.

Examples of Activities that Combine Objectives:
Digital Walking Tour: Children use a tablet to take photos of key places on a walk around the school grounds or a very local safe area. Back in class, they use a program to arrange these photos in order, add labels, and record a simple voiceover describing each place. (Digital Content Creation, Data Handling, E-Safety if sharing).
Bee-Bot Local Area Map: Create a large floor map of the local area (streets, school, park, shops). Children program Bee-Bots to navigate specific routes on the map. (Programming, Computational Thinking).
My Home/School Tour: Children create a simple digital drawing of their house or school and label the rooms/areas. They can then record themselves describing each part. (Digital Content Creation).

Exploring the local area through the lens of computing with Key Stage 1 – other activity ideas for tech explorers in Blakeney, Hindringham, Kelling, and Walsingham:

Focusing on Location & Mapping:
Digital Treasure Hunt:
Concept: Create simple visual maps (using drawing apps or even just paper initially) of familiar local landmarks in their village (e.g., the school, the church, the village shop, the harbour in Blakeney, the well in Walsingham).
Computing Link: Use digital drawing tools (like Paint on a computer or simple drawing apps on tablets) to recreate these maps. They can use basic shapes and colours to represent buildings and features.
Extension: Program a very simple route using directional language (forward, turn left, turn right) for a friend to follow on their map.

"Our Special Places" Digital Pinboard:
Concept: Discuss places in their village that are special to them.
Computing Link: Use a simple online collaborative tool (like Padlet or even a shared Google Slides) where children can upload a drawing or a photo (taken with adult help) of their special place and write or record a short sentence about why it's special.
Local Connection: Encourage them to choose places specific to Blakeney, Hindringham, Kelling, or Walsingham.

Simple Route Planning:
Concept: Think about how they get from home to school or to a local park.

Computing Link: Use interactive mapping tools (with adult supervision and pre-set boundaries) to trace their route. They can use simple drag-and-drop icons to represent their house, school, and key landmarks along the way.
Language Link: Focus on using positional language (next to, behind, in front of) to describe the route.

Exploring Local Information & Communication:
Digital Storytelling: A Day in Our Village:
Concept: Imagine a typical day in their village.
Computing Link: Use a simple animation app (like ScratchJr on tablets) to create a short, animated story. They can draw characters (themselves, villagers, animals they might see), backgrounds (local buildings), and use basic coding blocks to make them move and interact.
Local Connection: Feature elements unique to their village – boats in Blakeney, the Shrine in Walsingham, the open fields around Hindringham and Kelling.

"Meet a Local" Digital Profile:
Concept: Learn about different people in their community (with appropriate safeguarding measures in place, focusing on general roles like a shopkeeper, a farmer, a fisherman).
Computing Link: Create a simple digital profile for a chosen role using drawing tools and text boxes. They can draw a picture of the person and write a few simple facts about what they do in the village.
Extension: If possible, with adult help, they could record a short audio interview with someone in that role (focusing on very simple questions).
Understanding Technology in the Locality:
How Things Work Locally:
Concept: Discuss simple technologies they see around them in their village (e.g., streetlights, traffic lights if applicable, shop tills, phones).
Computing Link: Use building block apps (like Lego Digital Designer or Tynker Blocks) to create simple models of these technologies and discuss their basic functions.
Real-World Connection: Take a short walk around the village to identify these technologies in action.

Simple Simulations: The Weather in Blakeney/Kelling:
Concept: Observe and record the weather in their specific location.
Computing Link: Use a simple visual programming tool to create a basic weather simulation. They can use different icons and colours to represent sunshine, rain, wind, and clouds, and perhaps even make them move on the screen.

Data Handling (Very Basic): Keep a simple tally chart of the weather each day and then represent this data visually using coloured blocks in a digital drawing.

Important Considerations for Key Stage 1:
Adult Support is Key: These activities will require significant adult guidance and support, especially with using digital tools.
Keep it Visual and Hands-On: Even with computing, incorporate tactile elements and visual aids.
Focus on the Process, Not Just the Product: The learning comes from exploring, experimenting, and problem-solving.
Safety First: Ensure online safety and responsible technology use are always prioritised.

Design & Technology

Design & Technology objectives for Key Stage 1 related to the learning theme 'Where We Live', broken down by the D&T process stages. The 'Where We Live' theme lends itself to focusing on structures, materials, and features of homes and communities.

General Principles for 'Where We Live' D&T Theme:
Focus on the immediate environment: Homes, gardens, streets, local shops, schools, parks.
Explore different types of dwellings: Houses, flats, bungalows, unique homes.
Consider needs and purposes: Why are things built the way they are? Who lives there? What do people do there?
Material exploration: What are buildings made of? What materials are suitable for different parts of a home or structure?

D&T Objectives by Process Stage (Year 1 & 2 Combined where appropriate, but can be differentiated)

1. Design
Objective: Generate ideas by drawing on their own experiences.
Where We Live Link: Children will draw and talk about their own homes, bedrooms, or favourite places in their local area. They might sketch ideas for a dream bedroom or a new play area.

Objective: Develop ideas through discussion, sketching, and making models.
Where We Live Link: Discuss what makes a good home, what features it needs (e.g., roof, windows, doors). Sketch different house types or rooms. Build simple models of houses using construction kits or junk materials.

Objective: Design purposeful, functional, appealing products for themselves and other users.
Where We Live Link: Design and plan a model house for a specific toy, a piece of furniture for a doll's house, or a shelter for a small animal.

Objective: Suggest what they are going to make by drawing and talking about their ideas.
Where We Live Link: Explain their design choices for a model house, describing what materials they will use and why.

2. Make
Objective: Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
Where We Live Link: Use scissors to cut out windows/doors for a model house, safely join cardboard using tape or glue, shape playdough to create furniture, or use simple saws (with supervision) for softer materials to create structural elements.

Objective: Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Where We Live Link: Choose sturdy cardboard for walls, clear plastic for windows, fabric scraps for curtains, or natural materials like sticks/leaves for a garden area. Understand why certain materials are suitable (e.g., cardboard is strong enough for walls, clear plastic lets light in).

Objective: Assemble components to create structures.
Where We Live Link: Construct a model house, a bridge for a local road, or a simple shed. This could involve joining pieces of cardboard, wood, or using construction kits.

3. Evaluate
Objective: Explore and evaluate a range of existing products.
Where We Live Link: Look at pictures of different types of homes, discussing what they like/dislike, what they are made of, and who they are for. Examine different building materials.

Objective: Evaluate their ideas and products against their own design criteria.
Where We Live Link: After making their model house, children will ask: "Does it stand up? Are the windows big enough? Does it have a door for the person/toy to get in?"

Objective: Discuss how well their product works and what they might do differently next time.
Where We Live Link: Reflect on their model: "What worked well when I built my house? What was tricky? How could I make it stronger or more appealing next time?"

4. Technical Knowledge
Objective: Build structures, exploring how they can be made stronger, stiffer and more stable.
Where We Live Link: Experiment with different ways to join cardboard (e.g., tabs, gluing, taping) to see which is strongest. Try adding supports or wider bases to make their model houses more stable. Discuss why real houses have strong foundations and roofs.

Objective: Understand and use mechanical components, such as wheels and axles, where appropriate.
Where We Live Link: Create a model delivery van for a local shop, or a car to go on a street model. This might involve attaching wheels and axles.

Objective: Understand and use electrical components, such as a simple switch, bulb, and battery, where appropriate.
Where We Live Link: Design and add a simple circuit to their model house to create a working light in a room or a 'street light' for their village model. This introduces basic electrical understanding in a relevant context.

Practical Activities for 'Where We Live' D&T:
Model Houses/Homes: Design and build model houses (e.g., shoebox houses, junk model houses, Lego houses) focusing on structure, features, and materials.
Room Design: Design and create a model of a specific room (e.g., bedroom, kitchen) including furniture and decor.
Miniature Neighbourhood: Collaborate to build a miniature neighbourhood, including houses, shops, parks, and roads.
Furniture Making: Design and make small pieces of furniture for a doll's house or a toy house.
Garden Features: Design and create elements for a garden, such as a shed, fence, or bench using natural materials or construction kits.

Local Landmark Models: Build models of local landmarks or buildings from their area.
Shelters: Design and build small shelters for toys or small animals, considering protection from elements.

Key Stage 1 Design and Technology, connecting their learning to their local environment: other activity ideas tailored to Blakeney, Hindringham, Kelling, and Walsingham:

Focusing on Homes and Buildings:
Local House Models:
Activity: Children could design and build models of their own houses or other familiar buildings in their village (e.g., the church, the school, a local shop, a pub).
Materials: Cardboard boxes, construction straws, LEGO, building blocks, clay, recycled materials.
D&T Focus: Joining materials, understanding shapes and structures, designing for a purpose (a house to live in).
Local Connection: Encourage them to observe the shapes of roofs, windows, and doors in their area. Perhaps Blakeney has flint cottages, Hindringham has brick buildings, Kelling has more modern houses, and Walsingham has its unique architectural styles. Discuss the materials used locally.

Building a Den/Shelter:
Activity: Children can design and build a small den or shelter, thinking about what makes a good shelter from the weather in Norfolk.
Materials: Sticks, leaves, blankets, tarpaulin (with supervision), string.
D&T Focus: Structure, stability, understanding needs (shelter from wind and rain).
Local Connection: Discuss the local weather patterns. Where might they build a den in their local area (e.g., in a garden, a small wooded area)?

Exploring Local Landmarks and Features:
Model of a Local Landmark:
Activity: Children could choose a significant landmark from their village (e.g., Blakeney Harbour, Hindringham Hall gardens, Kelling Heath, Walsingham Abbey ruins) and create a model.
Materials: Clay, paint, collage materials, small blocks, natural materials found locally (twigs, pebbles).
D&T Focus: Representing real-world objects, using different materials for different textures, problem-solving to create recognizable features.
Local Connection: This directly links to their local geography and history. Discuss the purpose and importance of the landmark.

Design a Signpost for the Village:
Activity: Children design and create a signpost that could help visitors find key places in their village.
Materials: Cardboard, paint, felt-tip pens, wooden dowels (with supervision).
D&T Focus: Communication through design, choosing appropriate materials for visibility, understanding the purpose of a sign.
Local Connection: They can include real local places and think about what information is important for visitors.

Investigating Local Environments:
Bug Hotels for Local Habitats:

Activity: Children can design and build bug hotels to provide shelter for insects found in their local gardens or green spaces.
Materials: Recycled containers (plastic bottles, tin cans), natural materials (straw, twigs, pine cones, bamboo).
D&T Focus: Understanding the needs of living things, using different materials for different purposes (creating small spaces), joining materials.
Local Connection: Discuss the types of insects they might find in their gardens or nearby fields. Where would be a good place to put their bug hotel locally?

Designing a Bird Feeder for Local Birds:
Activity: Children design and make a bird feeder to attract local birds.
Materials: Plastic bottles, cardboard tubes, string, birdseed.
D&T Focus: Understanding the needs of animals, creating a functional product, joining materials securely.
Local Connection: Talk about the birds they might see in their gardens or around the villages. Where would be a good place to hang their feeder?

Exploring Local Transport (Past and Present):
Making a Model of a Local Boat (Blakeney focus):
Activity: Children could design and build a model of a traditional Blakeney boat or a modern sailing boat they might see in the harbour.
Materials: Cardboard, paper, straws, fabric for sails.
D&T Focus: Understanding shapes for floating, creating movement (if possible), joining materials to create a structure.
Local Connection: Discuss the history of boats in Blakeney and their uses.

Designing a Way to Travel Around the Village:
Activity: Children could design a vehicle or method of transport suitable for getting around their village (considering the terrain and distances).
Materials: LEGO, construction kits, cardboard and wheels.
D&T Focus: Wheels and axles, stability, considering the user (themselves or someone else).
Local Connection: Discuss how people currently travel around their village – walking, cycling, cars. Are there any unique local transport methods?

Tips for Implementation:
Start with Observation: Encourage children to look closely at their local environment before designing. Take them on short walks to observe buildings, landmarks, and natural features.
Talk to Locals: If possible, invite local residents to talk to the children about their homes, jobs, or the history of the area.
Use Local Materials: Where appropriate, encourage the use of natural or recycled materials found locally.
Focus on the Design Process: Emphasise the stages of design: planning, making, and evaluating.

Geography

The Key Stage 1 Geography curriculum focuses on developing children's knowledge about the world, the United Kingdom, and their immediate locality. The Learning Theme 'Where We Live' is central to this, allowing children to explore their immediate environment and gradually broaden their understanding to a wider scale.

These are specific geography objectives for KS1, broken down by key areas, relating to the theme 'Where We Live':

1. Locational Knowledge:
Objective: Name and locate the world's seven continents and five oceans.
"Where We Live" Link: Begin by placing their home (and by extension, the UK) within the context of Europe and the wider world. Discuss how people live on different continents.

Objective: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
"Where We Live" Link: Locate their own town/city/village within its country in the UK. Understand that "where we live" is part of England/Scotland/Wales/Northern Ireland. Discuss the capital city of their country and potentially other UK capitals.

2. Place Knowledge:
Objective: 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.
"Where We Live" Link:
Local Area (Our Place): Describe and compare their own locality (e.g., Blakeney/Hindringham/Kelling/Walsingham, England). What kind of houses are there? Are there shops, parks, roads? What is the natural environment like (trees, rivers, hills)?
Contrasting Area: Explore a contrasting non-European place. How is it similar and different to "where we live" in terms of houses, transport, climate, and physical features? (e.g., a village in a hot country, a city in a cold country).

3. Human and Physical Geography:
Objective: 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.
"Where We Live" Link: Observe and record local weather patterns over time. How does the weather "where we live" change throughout the year? Compare this to weather in other parts of the world, linking it to the concept of hot/cold areas and distance from the Equator.

Objective: Use basic geographical vocabulary to refer to:
Key physical features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
"Where We Live" Link: Identify and use this vocabulary to describe the natural features in their own locality or nearby areas. Are there hills, rivers, or forests near "where we live"?

Key human features: including city, town, village, factory, farm, house, office, port, harbour and shop.
"Where We Live" Link: Identify and use this vocabulary to describe the built environment "where we live". Is it a city, town, or village? What types of buildings are there (houses, shops, offices, factories)?

4. Geographical Skills and Fieldwork:
Objective: 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.
"Where We Live" Link: Locate their home on a globe, then zoom into the UK on an atlas/map.

Objective: Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
"Where We Live" Link: Use these terms to describe the location of features within the school grounds or local area. "The park is north of the school," "The shop is left of the library."

Objective: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
"Where We Live" Link: Look at aerial photos of their school and surrounding area. Can they spot their house or school? Create a simple map of their journey to school or their classroom, using simple symbols.

Objective: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
"Where We Live" Link: Go on a "geography walk" around the school or local area. Observe and record (e.g., by drawing or taking photos) the human and physical features they see. This is the core of understanding "where we live" through direct experience.

More activity ideas, keeping it hands-on:

Understanding Our Local Area (General for all locations):
Local Walks and Observation: Take short walks around the school or local areas in each village. Encourage children to observe:
Different types of buildings (houses, shops, churches, etc.).
Natural features (trees, fields, ponds, streams if nearby).
Human-made features (roads, fences, signs).
Use simple checklists or drawing activities to record what they see.

Mapping Our Route: After a walk, create a simple class map of the route, using pictures or symbols for key landmarks. Where did we start? What did we see along the way? Where did we finish?

"My Special Place": Ask children to think about their favourite place in their village. They can draw a picture of it and talk about why it's special. This helps them develop a sense of place and belonging.

Using Simple Maps and Photos: Introduce basic maps (perhaps enlarged street maps) and photographs of the local areas. Help them identify familiar landmarks. "Can you find the church on the map? Does this photo look like somewhere we've walked?"

Sorting and Grouping: Collect pictures of different buildings and features in the four villages. Can the children sort them into categories (e.g., houses, natural things, places to visit)?

Focusing on Specific Locations:
Blakeney: By the Coast:
Seaside Exploration (if accessible): If you can visit the coast, focus on the beach, the sea, boats, and perhaps talk about why Blakeney is a harbour. Collect shells and pebbles.

Pictures of Blakeney Harbour: Show photos of the boats, the quayside, and the salt marshes. Discuss what makes Blakeney different from the other villages.

"What Can We See at the Harbour?" Drawing and labelling activity.

Hindringham: A Village Inland:
Exploring the Village Green (if applicable): Focus on open spaces, perhaps a village hall or local shops.

Farming Connections: Discuss if there are fields or farms nearby. What might be grown or animals kept there?
Comparing Buildings: How are the houses in Hindringham similar or different to those in Blakeney?

Kelling: Close to Nature:
Kelling Heath: If appropriate and accessible, explore Kelling Heath. Focus on the woodland, different types of trees, and perhaps any wildlife they might see (or pictures of it).

Nature Rubbings: Collect leaves and bark rubbings to explore the textures of the natural environment in Kelling.

"Our Favourite Tree": Children draw their favourite tree from a picture or a visit.

Walsingham: A Place of Pilgrimage:
Pictures of the Abbey and Shrine: Show photographs of the historic buildings in Walsingham. Talk very simply about why it's a special place for some people.

Exploring the Village: Look at the different types of buildings and perhaps any signs that indicate its historical significance.

"Then and Now": If possible, show old photographs of Walsingham alongside current ones to see how it has changed.

Cross-Curricular Links:
Literacy: Writing simple sentences about what they have seen, creating labels for their maps, writing a class book about their local area.
Art: Drawing and painting local landmarks, creating collages of natural materials, making models of buildings.
History: Briefly touching upon the age of some buildings or the historical significance of Walsingham.
Science: Observing plants and animals in different environments (coastal vs. inland), exploring different materials used in buildings.
Tips for Implementation:
Keep it Concrete: Focus on real places and tangible experiences.

Use Visual Aids: Pictures, maps, and real objects are essential.
Make it Interactive: Encourage discussion, questioning, and hands-on activities.
Scaffolding: Provide different levels of support and challenge to meet the needs of all learners.
Celebrate Local Knowledge: Encourage children to share what they already know about their villages.

History

The 'Where We Live' learning theme in Key Stage 1 provides an opportunity to explore local history, making the past tangible and relevant. The National Curriculum for History at KS1 focuses on developing an awareness of the past, using chronological language, identifying similarities and differences, and understanding how we find out about the past.

Overarching KS1 History Aims (relevant to 'Where We Live'):
Develop an awareness of the past, using common words and phrases relating to the passing of time. (e.g., *old, new, before, after, then, now, a long time ago, in the past, changes, stayed the same*)
Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
Use a wide vocabulary of everyday historical terms.
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Specific Objectives for 'Where We Live':
1. Changes within living memory.
Objective: To study changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.
'Where We Live' Link:
Homes and Buildings: How have houses changed on our street or in our village/town? Look at old photos of local houses compared to new ones. Interview grandparents or older residents about what their homes were like when they were young (e.g., no central heating, outside toilets).
Shops and High Street: How have local shops changed? Are there any old buildings that used to be different types of shops? Discuss the rise of supermarkets or online shopping versus small local businesses.
Transport: How did people travel around our local area in the past compared to now? Look at old pictures of local roads, buses, or trains. Ask adults about their childhood journeys to school.
School: How has our school changed over time? Look at old school photos, interview former pupils or staff, compare uniforms, classrooms, and school activities then and now.
Local Play/Leisure: What did children do for fun in our area in the past? Were there different parks, toys, or games?
Work: What jobs did people do in our local area in the past? Are there any clues in old buildings or street names about previous industries?

2. Significant historical events, people and places in their own locality.
Objective: To learn about significant historical events, people and places in their own locality.
'Where We Live' Link:

Local Landmarks/Buildings: Focus on a significant local building (e.g., the oldest church, a historic mill, a railway station, a notable public building). When was it built? Who built it? What was it used for then, and what is it used for now?
Significant Local People: Identify a notable historical figure connected to the locality (e.g., someone who lived there, founded something, or achieved something important). What was their life like? How did they impact the area?
Local Events: Explore a significant event that happened in the locality (e.g., a local fair that's been running for a long time, the opening of a park, a major local fire or flood, a wartime event).
Changing Landscape: How has the physical landscape of the locality changed (e.g., fields becoming housing estates, rivers being diverted, new roads being built)?

Key Historical Skills and Concepts to Develop (through 'Where We Live'):
Chronological Understanding:
Place events and ways of life on a simple timeline (e.g., 'my lifetime', 'my grandparents'' lifetime', 'a long time ago').
Use chronological language to describe changes and continuity in their locality.

Source Analysis:
Look at and talk about a range of historical sources related to their locality (e.g., old photographs, maps, objects from local museums, oral accounts from older people, school logbooks).
Identify what a source tells us about the past.
Understand that different sources can tell us different things or represent the past in different ways (e.g., a painting vs. a photograph).

Asking Questions:
Formulate simple questions about the past of their locality (e.g., "What was this building like a long time ago?", "Who lived in this house?", "What did children do for fun here?").

Similarity and Difference (Continuity and Change):
Identify what has stayed the same in their local area over time.
Identify what has changed in their local area over time and suggest simple reasons why.
Compare aspects of life in their locality in the past with life today.
By focusing on 'Where We Live', history becomes incredibly personal and accessible for KS1 children, allowing them to connect with the past on a tangible level.

Here are some other History ideas focusing on Blakeney, Hindringham, Kelling, and Walsingham, keeping in mind their local context:

General Ideas Applicable to All Locations:
Old and New: Look at old and new photos or postcards of the villages. What has changed? What has stayed the same? Focus on buildings, shops, or even the landscape.

Local Maps Over Time: If you can find old maps, compare them to current maps. Have roads moved? Are there buildings that are no longer there, or new ones?

Talking to Older People: Invite a local older resident to talk to the children about what life was like when they were young. Prepare simple questions beforehand.

Changes in Toys and Games: Discuss how children played in the past compared to now. Are there any traditional games that are still played locally?

Changes in Homes: Talk about materials used to build old houses in the area (e.g., flint, brick) compared to modern homes.

Local Celebrations and Traditions: Are there any special annual events or traditions in the villages? How have they changed over time?

Specific Ideas for Each Location:
Blakeney:
Blakeney Quay:
Focus on its history as a busy port. What kind of boats would have come and gone? What goods were traded?
Look at old pictures of the quay with lots of boats.
Discuss the impact of the sea on Blakeney's history (fishing, trade, potential for flooding/erosion).
Perhaps a simple role-play activity of loading and unloading goods at the quay.

Blakeney Guildhall:
Talk about what a guildhall was used for in the past (meetings, trade).
If possible, a visit could be very engaging (check for accessibility and suitability for young children).

Local Fishermen and Boat Builders:
Did people in Blakeney have different jobs in the past? Focus on fishing and boat building as important local trades.

Hindringham:
Hindringham Hall Gardens:
Explore the history of the hall and its gardens. Who lived there? How have the gardens changed over time?
Focus on any old features in the gardens (old walls, ponds).
Perhaps a simple drawing activity of what the gardens might have looked like in the past.

Farming in Hindringham:
Discuss how farming has been important to the village. What crops or animals were common in the past?
Look at old farming tools (if any are accessible).

Kelling:
Kelling Heath:
Explore how the landscape of Kelling Heath might have changed over time (e.g., from woodland to heathland or vice versa).
Talk about how people might have used the heath in the past (e.g., for grazing animals, collecting fuel).
Look for any evidence of past activity (e.g., old tracks, boundary markers).

Kelling Hall:
Similar to Hindringham Hall, discuss the history of the hall and the families who lived there.

Walsingham:
The Shrine of Our Lady of Walsingham:
This is a significant historical and religious site. Focus on the story of its founding (the vision of Richeldis de Faverches).
Discuss why people have travelled to Walsingham for centuries (pilgrimage).
Look at images of the shrine from different periods.
Perhaps a simple retelling of the legend of the shrine.

The Abbey Ruins:
Talk about what an abbey was and the lives of the monks who lived there.
Explore the ruins (if accessible and safe) and imagine what the buildings would have looked like.
Discuss the impact of the Dissolution of the Monasteries on Walsingham.

Pilgrims and Travel:
How did people travel to Walsingham in the past (walking, horses)?
What might they have brought with them?

Tips for Implementation:
Keep it Concrete: Focus on tangible objects, photos, and stories.
Use Visuals: Pictures, maps, and even simple drawings are very effective.
Make it Personal: Connect the history to the children's own lives and experiences.
Involve Movement and Role-Play: This helps bring the past to life.
Keep it Local: Start with what is familiar to them.
Ask Simple Questions: Encourage curiosity and discussion.

Music

See also Charanga Schemes of work
The 'Where We Live' theme lends itself to music, as it can encompass sounds, stories, and the cultural aspects of a local area, a home, or a wider community. These are music objectives for Key Stage 1 relating to the learning theme 'Where We Live', broken down by year group and with ideas on how they connect to the theme.

General Principles for 'Where We Live' Theme in Music:

- **Soundscapes:** Exploring the sounds of the local environment.
- **Cultural Connection:** Discovering music from different cultures represented in the community or home.
- **Storytelling:** Using music to describe places or journeys within the locality.
- **Personal Connection:** Expressing feelings about home and community through music.
- **Community Music Making:** Creating music together as a 'local community'.

Year 1 Music Objectives:
1. Listening and Appraising:
Objective: Listen with concentration and understanding to a range of high-quality live and recorded music.
'Where We Live' Link: Listen to recordings of local sounds (traffic, birds, church bells, school playground sounds). Listen to music from different cultures found within the local community (e.g., traditional music from a country of origin of a family in the class). Listen to songs about homes or communities.

Objective: Respond to music in a variety of ways.
'Where We Live' Link: Move freely to music that depicts different places (e.g., fast music for a busy street, slow music for a quiet park). Draw what they hear in a soundscape of their home or street.

Year 2 Music Objectives:
1. Listening and Appraising:
Objective: Listen with concentration and understanding to a range of high-quality live and recorded music.
'Where We Live' Link: Deepen listening to soundscapes of different urban/rural environments. Compare and contrast music from diverse cultures within the community. Listen to songs that tell stories about specific places or historical aspects of a local area.

Objective: Respond to music in a variety of ways, demonstrating a developing understanding of the music.
'Where We Live' Link: Discuss the moods created by different musical pieces related to 'Where We Live' (e.g., peaceful for a park, energetic for a market). Use movement to interpret the 'journey' of a piece of music about a place

Year 1 Music Objectives:
2. Performing:
Objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
'Where We Live' Link: Learn and sing simple songs about homes, families, or the local area (e.g., "The Wheels on the Bus," "This Old House," or songs adapted to include local landmarks/street names). Create simple chants about their favourite places in their neighbourhood.

Objective: Play tuned and untuned percussion instruments musically.
'Where We Live' Link: Use untuned percussion to represent sounds in their environment (e.g., woodblock for footsteps, shakers for rain on a roof, cymbals for a loud siren). Play simple rhythms to accompany songs about where they live.

Year 2 Music Objectives:
2. Performing:

Objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes with a developing sense of pitch and rhythm.
'Where We Live' Link: Learn and perform more complex songs about their local area, home, or community, focusing on clear diction and expressive singing. Adapt existing songs to include details about their own streets, houses, or local landmarks.

Objective: Play tuned and untuned percussion instruments musically, accurately maintaining a steady pulse.
'Where We Live' Link: Play rhythmic accompaniments to 'Where We Live' songs, maintaining a steady beat. Use tuned percussion to create melodies representing different aspects of their environment (e.g., a simple melody for a quiet stream, a different one for a bustling town).

Year 1 Music Objectives:
3. Composing:
Objective: Experiment with, create, select and combine sounds.
'Where We Live' Link: Create a 'soundscape' of their home or street using voices and classroom instruments (e.g., someone makes a washing machine sound, another a TV sound). Explore how to make sounds that represent different types of transport they might see where they live.

Objective: Organise and combine sounds in simple structures.
'Where We Live' Link: Create a simple 'journey' piece using sounds – starting at home (quiet sounds), moving to a busy road (loud sounds), arriving at school (playground sounds), then back again. Use simple graphic notation to represent their sound journey.

Year 2 Music Objectives:
3. Composing:
Objective: Experiment with, create, select and combine sounds with a developing awareness of the inter-related dimensions of music.
'Where We Live' Link: Create longer, more structured soundscapes of their locality, considering how different sounds overlap (texture). Experiment with pitch to represent high buildings or low valleys.

Objective: Organise and combine sounds in more extended structures.
'Where We Live' Link: Compose a short piece of music that tells a 'day in the life' story of their local area (e.g., waking up sounds, journey to school sounds, playground sounds, evening sounds). Use simple notation (graphic or traditional) to plan and record their compositions.

Year 1 Music Objectives:
4. Interrelated Dimensions of Music:
Objective: Explore and identify how the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) combine to create different moods and effects.
'Where We Live' Link: Explore how different timbres (e.g., shaker vs. drum) can represent different sounds in their environment. Discuss how changing tempo (fast/slow) can show a busy street vs. a quiet lane. Use dynamics (loud/soft) to show sounds that are far away or close by.

Year 2 Music Objectives:
4. Interrelated Dimensions of Music:
Objective: Explore and identify how the inter-related dimensions of music combine to create different moods and effects, and begin to use musical vocabulary to describe these.
'Where We Live' Link: Use terms like 'fast tempo' for a busy road, 'slow tempo' for a quiet lane. Discuss how 'loud dynamics' might be a fire engine and 'soft dynamics' a cat purring at home. Identify instruments used for different timbres in soundscapes.

Other musical ideas inspired by Blakeney, Hindringham, Kelling, and Walsingham:

General Ideas Applicable to All Locations:
Sound Walks: Take the children on short sound walks around the school grounds or nearby (if feasible and safe). Encourage them to listen carefully and identify sounds related to where they live (e.g., birds singing, wind, traffic, church bells). Afterwards, they can try to recreate these sounds using their voices, body percussion, or simple instruments.

Nature Sounds: Focus on the natural elements common to the area:
Blakeney: Seagulls, waves, wind, boats, wildlife in the marshes.
Hindringham & Kelling: Birdsong, farm animal sounds (if nearby), rustling leaves, wind through fields and trees.
Walsingham: Birdsong, flowing water (if a stream is nearby), perhaps even the distant sound of church bells. Children can imitate these sounds and create simple soundscapes.

Movement and Music: Explore how different places make them feel and translate that into movement. For example, the vastness of the marsh might inspire wide, flowing movements, while a busy village might suggest quicker, more energetic actions. Add simple percussion instruments to accompany their movements.

Storytelling with Music: Create simple stories about animals or people living in these locations and add musical elements to enhance the narrative. For instance, a slow, gentle melody for a walk through the woods, or faster, rhythmic sounds for boats on the water.

Specific Ideas for Each Location:
Blakeney:
"The Blakeney Boat Song": A simple song about boats sailing on the water, perhaps with actions like rowing and waving. The rhythm could mimic the gentle rocking of a boat.

"Seagull Sounds": Explore high and low sounds with voices or instruments to represent the different calls of seagulls.

"Marshland Melody": Create a piece using instruments that evoke the sounds and atmosphere of the marshes – perhaps shakers for reeds rustling, a low drone for the stillness, and higher sounds for birds.

"Building Sandcastles": A song with a steady beat for digging and building, perhaps getting faster as the tide comes in (represented by a crescendo).

Hindringham:
"The Hindringham Harvest": If it's the right time of year, a song about farming and harvest, with actions for planting, growing, and collecting. Use percussion to represent the sounds of farm machinery (simplified, of course!).

"Wind Through the Fields": Explore breath sounds and gentle, flowing movements to represent the wind blowing through crops. Use scarves or ribbons to visualise the movement.

"Village Sounds": A simple song about the sounds of a quiet village – perhaps a gentle melody with occasional "hello" sounds or the sound of a bicycle bell.

Kelling:
"Kelling Heath Adventure": A song about exploring the heathland, perhaps focusing on different animals they might see or the sounds of their footsteps on the paths. Vary the tempo and dynamics to represent different parts of the walk.

"The Kelling Train" (if the North Norfolk Railway is a local landmark): A song with a clear, rhythmic beat to represent the train, incorporating sounds like "chuff chuff" and a whistle.

"Birdsong in the Woods": Focus on imitating different birdsongs using their voices or simple recorders/whistles.

Walsingham:
"The Walsingham Bells": Explore the sounds of church bells – high and low, fast and slow. Children could use chime bars or glockenspiels to create bell-like sounds.

"A Quiet Walk in Walsingham": A gentle, reflective piece of music with slow, even rhythms to evoke the peaceful atmosphere of the village.

"Pilgrim Song" (simplified): A simple, repetitive song with a steady walking rhythm, perhaps telling a very basic story of someone visiting Walsingham.

Musical Activities:
Creating Sound Maps: After a sound walk or discussion, children can draw a map of one of the locations and mark where they heard different sounds with symbols. They can then try to recreate these sounds musically.

Instrument Exploration: Provide a range of simple percussion instruments and encourage children to choose instruments that they think represent different aspects of where they live.

Singing Games: Adapt familiar singing games to incorporate local themes or actions related to the places.

Composing Simple Melodies: Encourage children to create short, simple melodies inspired by the rhythm or feel of a particular place. They could use xylophones or glockenspiels.

Physical Education

Connecting Physical Education objectives for Key Stage 1 to the learning theme 'Where We Live' provides an opportunity for children to develop fundamental movement skills while exploring their local environment and community.

Overarching KS1 PE Aims (National Curriculum):
Master basic movements: running, jumping, throwing, catching.
Develop balance, agility, and co-ordination.
Begin to apply these in a range of activities.
Participate in team games, developing simple tactics for attacking and defending.
Perform dances using simple movement patterns.
Be physically active for sustained periods of time.
Engage in competitive sports and activities.
Lead healthy, active lives.

PE Objectives for KS1: 'Where We Live'
1. Locomotor Skills (Movement around the 'local area')
Objective: Master running, jumping, hopping, skipping, and galloping in various directions and at different speeds.
'Where We Live' Link:
Running: "Running to the shop," "running through the park," "racing to the bus stop."
Jumping: "Jumping over puddles," "jumping onto a curb safely," "jumping over garden fences (pretend)."
Hopping/Skipping: "Hopping along the pavement cracks," "skipping through the high street."
Galloping: "Galloping like a horse in a local field."

Objective: Change direction and speed quickly and safely, avoiding obstacles.
'Where We Live' Link: "Navigating a busy street," "dodging around lampposts," "changing direction to avoid a bike." Create an obstacle course representing a local area.

2. Stability Skills (Balance, Agility, Co-ordination)
Objective: Develop balance while standing still and moving.
'Where We Live' Link: "Walking along a low wall (balancing beam)," "balancing on one leg waiting for the pedestrian crossing," "walking along a 'path' marked with tape."

Objective: Show agility in moving around objects and through spaces.
'Where We Live' Link: "Weaving through people in a pretend market," "zig-zagging around bins on the street," "moving quickly through a 'maze' of houses (cones)."

Objective: Improve co-ordination in actions involving the whole body.
'Where We Live' Link: Combining movements like running and stopping, jumping and landing, or stepping over an obstacle.

3. Manipulative Skills (Throwing, Catching, Kicking, Striking)
Objective: Throw and catch a ball with increasing accuracy and control.

'Where We Live' Link: "Playing catch in the park," "throwing a 'post letter' into a 'post box' (hoop)," "throwing beanbags at 'house' targets."

Objective: Kick a ball with some control and direction.
'Where We Live' Link: "Kicking a ball in the garden/park," "kicking a 'litter' ball into a 'bin'."

Objective: Strike a ball or object with a bat/racket with some control.
'Where We Live' Link: "Playing rounders in the park," "hitting a 'ball' into a 'garden'."

4. Games and Tactics (Applying skills in 'community' settings)
Objective: Participate in simple team games, understanding basic rules.
'Where We Live' Link: "Traffic Lights" game (running/stopping), "Builders and Destroyers" (building and knocking down 'houses' with soft equipment), "Postman's Round" (delivering beanbags to marked 'houses').

Objective: Develop simple tactics for attacking and defending.
'Where We Live' Link: In "Postman's Round," how can the postman get to the houses without being tagged by the 'dog'? How can the 'dog' stop the postman? In a 'Road Safety' game, how to move safely across the road (attacking) and how to stop others from getting across unsafely (defending).

Objective: Work co-operatively with others in physical activities.
'Where We Live' Link: Building a 'community' obstacle course together, playing tag games where teamwork is needed, sharing equipment for games.

5. Dance (Expressing the 'local environment' through movement)
Objective: Perform dances using simple movement patterns, expressing ideas and emotions.
'Where We Live' Link:
"Busy Street" Dance: Mimicking movements of cars, buses, people walking, crossing roads.
"Park Life" Dance: Movements of animals (squirrels, birds), children playing, trees swaying.
"Weather in Our Town" Dance: Movements representing rain, wind, sunshine, snow.
"My Journey to School" Dance: Sequencing movements that reflect their personal journey (e.g., waking up, walking, crossing road, arriving at school).

6. Health and Fitness (Understanding the benefits of being active in 'our place')
Objective: Understand how physical activity makes their body feel (e.g., heart rate increasing, breathing harder).
'Where We Live' Link: After a vigorous "journey" game, discuss how their bodies feel – "My heart is beating fast because I ran all the way to the pretend shop!"

Objective: Begin to understand the importance of being active for a healthy life.
'Where We Live' Link: Discuss how walking to school or playing in the local park keeps them healthy. Talk about local facilities that help people stay active (e.g., playgrounds, sports centres).

More Key Stage 1 PE activity ideas themed around Blakeney, Hindringham, Kelling, and Walsingham:

General Concepts Applicable to All Locations:

Map It Out Movement: Lay out a large map (drawn or printed) of the four villages. Children can move along the map in different ways (skipping to Blakeney, hopping to Hindringham, crawling to Kelling, walking backwards to Walsingham). You can call out landmarks or features and ask them to move towards them.

Village Sounds Game: Play sounds associated with each village (e.g., seagulls for Blakeney, farm animal sounds for Hindringham, steam train whistle for Kelling's heritage railway, church bells for Walsingham). Children react with a movement related to that sound (flapping arms for seagulls, galloping for horses, chugging like a train, bowing their heads).
Local Journey Obstacle Course: Create an obstacle course representing a journey between the villages. Include stepping stones (crossing a stream), low crawls (going through a tunnel), balancing beams (walking along a path), and gentle climbs (going up a small hill).

Blakeney Focus:
Seagull Tag: One or two children are "seagulls" and try to tag the other children. Tagged children become "rocks" and must stand still with their arms outstretched like wings until another child "flies" past and untags them.

Boating Balance: Children pretend to be boats sailing in the harbour. They can practice balancing on one leg (tipping), swaying side to side (waves), and making rowing motions with their arms. You could use mats as "boats."

Crabbing Crawl: Children crawl on their hands and knees, pretending to be crabs scuttling along the quayside. They can practice moving sideways.

Hindringham Focus:
Farm Animal Fun: Children imitate the movements of farm animals found around Hindringham – waddling like ducks, galloping like horses, jumping like lambs, strutting like chickens.

Harvest Time Hurdles: Use low cones or beanbags as "crops" to jump over, representing the harvest season. Children can practice different types of jumps.

Tractor Tyre Roll: If you have access to large, safe tyres (or even large hoops), children can practice rolling them carefully, pretending to be tractors in the fields. (Ensure appropriate supervision and safety).

Kelling Focus:
Steam Train Choo-Choo: Children move around the space making train sounds and movements – chugging arms, big strides, and stopping with a "whoosh." They can form a line and move together like a train.

Coastal Path Challenge: Set up a series of simple challenges representing a walk along the coastal path near Kelling. This could include stepping over ropes (roots), balancing on a line (narrow path), and throwing beanbags into hoops (dropping pebbles into the sea).

Den Building Dash: If your school grounds allow, children can work in small teams to quickly gather materials (cones, hoops, ropes) to create a "den" like those sometimes found along the coast for shelter. This encourages teamwork and quick movement.

Walsingham Focus:
Pilgrim's Walk: Children walk at a steady pace, focusing on their balance and coordination, imagining they are pilgrims walking to the Shrine. You could incorporate gentle stretching exercises along the way.

Candlelight Balance: Children can balance beanbags on their heads or hands, pretending to carry candles carefully. This encourages focus and control.
Bell Ringing Rhythms: Teach simple rhythmic movements (clapping, tapping feet) that mimic the sounds and patterns of church bells.

Implementation:
Storytelling: Weave a simple story around a journey through the four villages, incorporating the PE activities at each "stop."
Visual Aids: Use pictures of local landmarks to help children connect the activities to their surroundings.
Music: Play music that evokes the feeling of each location (e.g., sea shanties for Blakeney, gentle folk music for the countryside).
Props: Simple props like toy binoculars, "fishing nets," or "harvest baskets" can enhance imaginative play.

Science

Key Stage 1 Science objectives relating to the learning theme 'Where We Live', broken down by year group and area of scientific study.

Year 1 Science Objectives:
1. Everyday Materials
Objective: Distinguish between an object and the material from which it is made.
Where We Live Link: Look at objects around the home or school (our immediate 'where we live') – identify what they are (e.g., a door) and what they are made of (e.g., wood, metal).

Objective: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Where We Live Link: Go on a 'materials hunt' around the house, classroom, or school grounds. Find examples of each material in the local environment (e.g., wooden fence, plastic toy, glass window, metal gate, puddles of water, rocks in a garden).

Objective: Describe the simple physical properties of a variety of everyday materials.
Where We Live Link: Compare materials found in the local area (e.g., Is the brick hard or soft? Is the window transparent or opaque? Is the plastic flexible or rigid?).

Objective: Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Where We Live Link: Group objects from around the house/school by material or property (e.g., all the hard things, all the things made of wood).

Year 2 Science Objectives:
1. Uses of Everyday Materials
Objective: Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, for particular uses.
Where We Live Link: Look at structures in the local environment (houses, fences, roads, play equipment). Discuss why certain materials were chosen (e.g., why are windows made of glass? Why are roofs made of tiles?).

Objective: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Where We Live Link: Experiment with common materials found in the local area (e.g., bend a piece of cardboard, squash a plastic bottle, twist a wire). Relate this to how objects are designed for their purpose in our environment.

Year 1 Science Objectives:
2. Living Things and Their Habitats
Objective: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Where We Live Link: Observe and identify common animals that live in or visit our local area (e.g., birds in the garden, squirrels in the park, pets at home). Discuss why they live there.

Objective: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Where We Live Link: Relate this to the animals found in the local environment – what do they eat? (e.g., a cat eats meat – carnivore; a rabbit eats plants – herbivore).

Objective: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
Where We Live Link: Focus on animals we might see or have as pets where we live. How is a bird different from a cat?

Objective: Identify and name a variety of common plants, including deciduous and evergreen trees.
Where We Live Link: Explore the plants in the school grounds, local park, or garden. Identify common flowers, bushes, and trees. Discuss which trees lose their leaves.

Objective: Identify and describe the basic structure of a variety of common flowering plants, including trees, in terms of roots, stem/trunk, leaves and flowers.
Where We Live Link: Observe plants in the local area and identify their parts.

Year 2 Science Objectives:
2. Living Things and Their Habitats
Objective: Explore and compare the differences between things that are living, dead, and something that has never been alive.

Where We Live Link: Take a walk around the school grounds or a local green space. Classify objects found as living (e.g., tree, worm), dead (e.g., fallen leaf, log), or never alive (e.g., stone, bench).

Objective: 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.
Where We Live Link: Investigate local microhabitats (e.g., under a log, in a pond, in a flowerbed). Identify the animals found there and discuss why that habitat is suitable for them (e.g., moist, dark, food source). Discuss simple food chains within these local habitats.

Objective: Identify and name a variety of plants and animals in their habitats, including microhabitats.
Where We Live Link: Conduct a 'habitat survey' in the school playground, a local park, or a garden. Record the plants and animals found in different areas (e.g., under trees, in grassy areas, near water).

Objective: 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.
Where We Live Link: Create simple food chains for local animals (e.g., grass -> rabbit -> fox, or leaf -> caterpillar -> bird).

Year 1 Science Objectives:
3. Seasonal Changes
Objective: Observe and describe weather associated with the four seasons, and how day length varies.
Where We Live Link: Keep a daily or weekly weather diary for 'where we live'. Discuss how the weather changes throughout the year and how this affects what we can do outside. Observe how the amount of daylight changes over the year.

Year 2 Science Objectives:
3. Plants
Objective: Observe and describe how seeds and bulbs grow into mature plants.
Where We Live Link: Plant seeds or bulbs in the school garden or pots in the classroom and observe their growth over time. Discuss how plants grow in our local environment.

Objective: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Where We Live Link: Set up simple experiments to investigate what plants need to grow, using plants found in the local environment.

Year 2 Science Objectives:
4. Animals, Including Humans
Objective: Notice that animals, including humans, have offspring which grow into adults.
Where We Live Link: Observe local animals and their young (e.g., birds in a nest, ducklings in a pond). Discuss how humans grow from babies to adults.

Objective: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Where We Live Link: Relate this to our own needs in 'where we live'. Discuss where we get our food, water, and clean air from.

Objective: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Where We Live Link: Discuss how we keep ourselves healthy in 'where we live' – what activities do we do? What foods do we eat? How do we keep clean?

Other Science activity ideas tailored to those locations:

Focusing on Blakeney (Coastal Environment):
Seashore Safari:
Science Focus: Living things and their habitats, observation, classification.
Activity: Take the children to Blakeney Point or a nearby beach (with appropriate safety measures, of course!). Encourage them to carefully observe the different creatures they find in rock pools, sand, or mud. They can draw pictures, describe what they see (number of legs, colour, how it moves), and try to sort them into groups (e.g., things with shells, things that crawl).
Extension: Discuss what these creatures need to survive in their habitat (food, shelter, water). Talk about the tides and how they affect where the animals live.
Wonderful Water:
Science Focus: Properties of materials (water), changes of state (evaporation).
Activity: Explore the water in the harbour or a puddle. Talk about what it looks and feels like. Leave some water in different containers in sunny and shady spots and observe what happens over time (evaporation).
Extension: Discuss where the water comes from (rain) and where it goes. Talk about boats and why they float.

Seaside Sounds:
Science Focus: Sound, how it travels.
Activity: Listen carefully to the sounds at the coast – the waves, seagulls, boats. Talk about what makes these sounds. Can they make similar sounds?
Extension: Explore how different materials might change the sounds they make (e.g., tapping on wood vs. metal).
Focusing on Hindringham, Kelling, and Walsingham (More Inland/Rural):
Nature Detectives:
Science Focus: Plants, animals, habitats, seasonal changes.
Activity: Explore local green spaces like gardens, parks, or footpaths in these villages. Encourage children to look for different types of plants (trees, flowers, grasses), insects, birds, and other small animals. They can collect leaves (and try to identify the trees), look for signs of animals (footprints, droppings), and observe how the environment changes with the seasons.
Extension: Create a nature table in the classroom with their findings. Discuss what the different living things need to survive in their habitats.

Amazing Trees:
Science Focus: Plants (trees), parts of a plant.

Activity: Focus on the trees in the local area. Look at the different shapes and sizes of leaves, the texture of the bark, and the overall shape of the tree. Can they find trees with fruits or seeds?
Extension: Do bark rubbings. Discuss the importance of trees for animals and humans (shelter, food, air).

Soil Explorers:
Science Focus: Materials (soil), living things in soil.
Activity: Dig in some soil (perhaps in a garden or a designated area). What does it look and feel like? Can they find any living things in the soil (worms, insects)?
Extension: Talk about what soil is made of (bits of rock, dead plants and animals). Discuss why soil is important for growing plants.

Connecting the Locations:
Journeys:
Science Focus: Geography (linking locations), observation.
Activity: If possible, take the children on a short journey between one or two of these locations. Encourage them to observe how the landscape changes. What do they see that is the same and what is different? (e.g., more fields inland, more water near Blakeney).
Extension: Use maps (simple ones with pictures) to show the locations and talk about the distances between them.
Local Food:
Science Focus: Where food comes from (plants and animals).
Activity: Discuss food that might be grown or produced locally (e.g., crops in fields around Hindringham, fish from Blakeney). Visit a local farm shop or market if possible.
Extension: Talk about healthy eating and the different food groups.

General Tips for Implementation:
Keep it hands-on and practical. Children learn best by doing.
Encourage questioning and curiosity. "Why?" is a great question!
Use simple language and clear instructions.
Focus on observation and recording (drawings, simple notes).

English
Suggested Texts (but not limited to):
Fiction: Cley the Cromer Crab Series – James Munroe The Norfolk Story Book – Isabell King Once Upon a Street: Norfolk Stories for Children– Isabell King Town is by the Sea – Joanne Swartz The Baker by the Sea by Paula White (picture book) – KS1 Norfolk Folk Tales – Dave Tonge The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage (picture book) – EYFS/KS1 What the Ladybird Heard at the Seaside by Julia Doladson & Lydia Monk (picture book) – EYFS/KS1 The Storm Whale by Beni Davies (picture book) – KS1 Billy's Bucket by Kes Gray & Garry Parsons (picture book) – EYFS/KS1

Flotsam by David Wiesner (picture book) – KS1 https://www.booksfortopics.com/creative-literacy-lesson-ideas-using-flotsam-by-david-wiesner/
Dolphin Boy by Michael Morpurgo & Michael Foreman (picture book) – KS1
At the Beach by Roland Harvey (picture book) – KS1
Clean Up! By Nathan Bryon & Dapo Adeola (picture book) – EYFS/KS1
Clem & Crab by Fiona Lumbers (picture book) – EYFS/KS1
Sharing a Shell by Julia Donaldson & Lydia Monks (picture book) – EYFS/KS1
Tiny Crab is a Tidy Crab by Paul Bowles (picture book) – EYFS/KS1
Katie Morag's Island Stories by Mairi Hedderwick (collection of short stories) – KS1
Lottie the Lifeboat – unsure of author
Lucy and Tom at the Seaside
Aaaarrgghh, Spider! By Lydia Monks (picture book) – EYFS/KS1
Spyder by Matt Carr (picture book) – EYFS/KS1
The Woolly Bear Caterpillar by Julia Donaldson & Yuval Zommer – EYFS
The Very Hungry Caterpillar by Eric Carle – EYFS
Firefly Home by Jane Clarke & Britta Teckentrup (picture book) – EFS/KS1
The Giant Jam Sandwich by Janet Burroway & John Vernon Lord (picture book) – EYFS/KS1
Snail Trail by Ruth Brown (picture book) – EYFS/KS1
Superworm by Julia Donaldson & Axel Scheffler (picture book) – EYFS/KS1
Yucky Worms by Vivian French & Jessica Ahlberg (picture book) – EYFS/KS1
Norman the Slug with a Silly Shell by Sun Hendra & Paul Linnet (picture book) - EYFS/KS1
Walter the Wonder Snail by Neil Clark (picture book) – EYFS/KS1
Bella Loves Bugs by Jess French & Duncan Beedie (picture book) – EYFS/KS1
Bug Hotel by Libby Walden & Clover Robin – KS1
The Can Caravan by Richard O'Neill & Cindy Kang (picture book) - KS1
Home by Carson Ellis (picture book) – EYFS/KS1
In Every House on Every Street by Jess Hitchman & Lili La Beleine (picture book) – EYFS/KS1
Our Tower by Joseph Coelho & Richard Johnson (picture book) – KS1
Major Glad, Major Dizzy by Jan Oke & Ian Nolan (picture book) – KS1
Belonging by Jeannie Baker (picture book) – KS1
Iggy Peck, Architect by Andrea Beaty (chapter book) – KS1
Brick: Who Found Herself in Architecture by Joshua David Stein (picture book) – KS!
The Mellons Build a House by Robin Jacobs & Nik Neves (picture book) – KS1
Mouse House by John Burningham (picture book) – EYFS/KS1
The Comet by Joe Todd-Stanton (picture book) – KS1
Home: Where Our Story Begins by Britta Teckentrup & Patricia Hegarty (picture book) – KS1
Home is Where the Heart IS by Jonny Lambert (picture book) – KS1
Two Places to Call Home by Phil Earle & Jess Ross (picture book) – KS1
Kisty Bitsy's Noisy Neighbours by Polly Faber & Melissa Crowton (picture book) – KS1

Non-Fiction:
Map books and facts about Norfolk
Children's Norfolk and Suffolk – Steve Appleyard
A butterfly is Patient by Dianna Hutts Aston & Sylvia Long – KS1
The Bee Book by Charlotte Milner – KS1
Do You Love Bugs? By Matt Robertson – KS1

Look What I've Found at the Seaside by Moira Butterfield & Jesus Verona
Above and Below: Sea and Shore by Harriet Evans and Hannah Bailey – KS1
Seaside Holidays Then and Now by Clare Hibbert – KS1
The Sea below my Toes by Charlotte Guillain & Jo Empson – KS1
A Place Called Home: Look Inside Houses Around the World by Kate Baker & Rebecca Green – KS1
Step Inside Homes Through History by Goldie Hawk & Sarah Gibb (picture book) – KS1
Let's Build a House by Mick Manning & Bria Granstrom (picture book) – EYFS/KS1
Building a Home by Polly Faber & Klas Fahlen – EYFS/KS1

Poetry:
Mad About Minibeasts by Giles Andreae & David Wojtowycz – KS1
A First Book of the Sea by Nicola Davies and Emily Sutton – KS1

English objectives for KS1 relating to the learning theme 'Where We Live', broken down by year group and key English strands, with suggestions for how they connect to the theme:

General Principles for 'Where We Live' Theme:
Speaking & Listening: Discussing homes, families, communities, local places, asking questions, sharing experiences.
Reading: Reading stories set in different homes/places, non-fiction about local areas, maps, signs.
Writing: Describing homes, writing about local places, creating maps with labels, writing letters to neighbours, creating signs.
Vocabulary: Expanding vocabulary related to homes, buildings, community, directions, local features.

Year 1 English Objectives:
1. Spoken Language
Objective: Listen and respond appropriately to adults and peers.
'Where We Live' Link: Discussing what their homes are like, listening to descriptions of different types of houses, responding to questions about their favourite local places.

Objective: Ask relevant questions to extend their understanding and knowledge.
'Where We Live' Link: Asking questions about a new building in the area, asking classmates about their pets at home, asking a local visitor (e.g., a community police officer, a shopkeeper) about their role.

Objective: Articulate ideas and opinions.
'Where We Live' Link: Expressing opinions on what makes a good home, what they like/dislike about their street, suggesting improvements for the local park.

Objective: Participate in discussions, presentations, performances, role play and debates.
'Where We Live' Link: Role-playing family life at home, acting out a journey to a local shop, performing a short play about neighbours helping each other.

Year 2 English Objectives:
1. Spoken Language
Objective: Listen and respond appropriately to adults and peers.

'Where We Live' Link: Engaging in detailed discussions about community events, listening to presentations about local history, sharing opinions respectfully.

Objective: Ask and answer questions, making relevant contributions and taking turns in conversations.
'Where We Live' Link: Interviewing a local resident about their job or experience, asking specific questions about different types of housing, participating in a class debate about local issues.

Objective: Articulate ideas and opinions, justifying answers with reasons.
'Where We Live' Link: Explaining why they think their local park is a good place to visit, justifying their choice of materials for a model home.

Objective: Give well-structured descriptions, explanations and narratives for a range of purposes.
'Where We Live' Link: Describing their home in detail, explaining how to get to a local landmark, narrating a story set in their neighbourhood.

Year 1 English Objectives:
2. Reading: Word Reading
Objective: Apply phonic knowledge and skills to decode words.
'Where We Live' Link: Reading words related to homes (e.g., house, street, door, window), reading signs around the local area (e.g., park, shop, school).

Objective: Read common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
'Where We Live' Link: Encountering words like 'home', 'there', 'where', 'some', 'one' in texts about living.

Objective: Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
'Where We Live' Link: Reading simple stories about families, homes, or community life.

Year 2 English Objectives:
2. Reading: Word Reading
Objective: Continue to apply phonic knowledge and skills as the route to decoding words, and read accurately words of two or more syllables.
'Where We Live' Link: Decoding words like 'neighbourhood', 'community', 'apartment', 'detached'.

Objective: Read accurately words of two or more syllables that contain learned GPCs and also words with common prefixes and suffixes.
'Where We Live' Link: Encountering words like 'unhappy', 'rebuild', 'careful', 'homeless'.

Objective: Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
'Where We Live' Link: Expanding their knowledge of words like 'people', 'through', 'beautiful', 'could'.

Objective: Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

'Where We Live' Link: Reading more complex stories about different communities, homes around the world, or local legends.

Year 1 English Objectives:
3. Reading: Comprehension
Objective: Understand both the books they can already read accurately and fluently and those they listen to by:
Checking that the text makes sense to them as they read and correcting inaccurate reading.
Discussing the significance of the title and events.
Making inferences on the basis of what is said and done.
Predicting what might happen on the basis of what has been read so far.
'Where We Live' Link: Reading stories like 'The Little House' by Virginia Lee Burton or 'A House for Hermit Crab' by Eric Carle, discussing the characters' feelings about their homes, predicting what type of home a character might move to.
Objective: Participate in discussion about what is read to them, taking turns and listening to what others say.
'Where We Live' Link: Discussing differences between fictional homes and their own homes, talking about local landmarks in a story.

Year 2 English Objectives:
3. Reading: Comprehension
Objective: Understand books they can read independently by:
Drawing on what they already know or on background information supplied by the teacher.
Checking that the text makes sense to them as they read and correcting inaccurate reading.
Identifying the main ideas of a text.
Making inferences on the basis of what is said and done.
Predicting what might happen from details stated and implied.
'Where We Live' Link: Reading non-fiction texts about different types of homes or local services, identifying key facts about their local area, inferring feelings of characters based on their living situations.

Objective: Discuss the meaning of words, linking new meanings to words already known.
'Where We Live' Link: Exploring words like 'dwelling', 'residence', 'abode' as synonyms for home.

Objective: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
'Where We Live' Link: Performing a poem about their local park or a play about a visit to a neighbour.

Year 1 English Objectives:
4. Writing: Transcription (Spelling and Handwriting)
Objective: Spell:
Words containing each of the 40+ phonemes already taught.
Common exception words.
The days of the week.
'Where We Live' Link: Spelling words like 'home', 'park', 'shop', 'road', 'street', 'garden', 'family'. Spelling the days they visit different local places.

Objective: Form lower-case letters in the correct direction, starting and finishing in the right place.

'Where We Live' Link: Practising writing labels for parts of a house, writing short sentences describing their home.

Objective: Form capital letters and digits 0-9.
'Where We Live' Link: Writing their street name and house number, labelling significant places on a map.

Year 2 English Objectives:
4. Writing: Transcription (Spelling and Handwriting)
Objective: Spell by:
Segmenting sounds in words and representing them with GPCs.
Learning new common exception words.
Adding suffixes to spell longer words (e.g., -ing, -ed, -er, -est, -ful, -less, -ly).
'Where We Live' Link: Spelling words like 'building', 'living', 'happiest', 'helpful', 'carefully', 'hopeless'.

Objective: Write from memory the spelling of common exception words.
'Where We Live' Link: Including words like 'people', 'where', 'there', 'said' in their writing about their community.

Objective: Form lower-case letters of the correct size relative to one another.
'Where We Live' Link: Writing paragraphs about their home or local area with increasing neatness and consistency.

Year 1 English Objectives:
5. Writing: Composition
Objective: Write sentences by:
Saying out loud what they are going to write about.
Composing a sentence orally before writing it.
Sequencing sentences to form short narratives.
Re-reading what they have written to check that it makes sense.
'Where We Live' Link: Describing their favourite room at home, writing about a journey to a local shop, creating a simple story about a pet's adventure in their garden.

Objective: Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
'Where We Live' Link: Writing simple descriptive sentences about their home ("My house is red."), asking questions about local places ("Where is the park?"), expressing excitement ("I love my garden!").

Objective: Use some common nouns and verbs correctly.
'Where We Live' Link: Using nouns like 'house', 'tree', 'car', 'door', 'window'; verbs like 'live', 'play', 'walk', 'see'.

Objective: Use co-ordination (e.g. using 'and') and some subordination (e.g. using 'when' or 'if').
'Where We Live' Link: "My house has a red door and a big garden." "I like to play outside when the sun shines."

Year 2 English Objectives:
5. Writing: Composition
Objective: Write narratives and non-fiction for different purposes by:
Planning or saying out loud what they are going to write about.
Composing and rehearsing sentences orally.
Sequencing sentences to form a coherent text.
Re-reading to check for sense, grammar and punctuation.
'Where We Live' Link: Writing a descriptive piece about their dream home, writing a non-chronological report about different types of houses, creating a poster advertising local attractions, writing a letter to a new resident.

Objective: Use subordination and some simple adverbials to add detail (e.g., 'when', 'if', 'because', 'then', 'next', 'soon', 'therefore').
'Where We Live' Link: "I love my garden because it has flowers." "First, I walk to the shop, then I buy some bread."

Objective: Use expanded noun phrases to describe and specify (e.g. 'the blue butterfly', 'the large, old house').
'Where We Live' Link: Describing their home: "the tall, red brick house with a green door"; describing local features: "the noisy, bustling market", "the peaceful, green park".

Objective: Use present and past tense correctly and consistently.
'Where We Live' Link: Describing what their home is like now (present tense) and what they did yesterday in their neighbourhood (past tense).

Objective: Use capital letters, full stops, question marks and exclamation marks correctly.
'Where We Live' Link: Applying punctuation consistently in their various writing tasks about their local area.

Objective: Use commas to separate items in a list.
'Where We Live' Link: Listing things they see on their street: "I saw a car, a bike, a bus, and a dog."

Other English activity ideas tailored to Blakeney, Hindringham, Kelling, and Walsingham, focusing on incorporating the unique aspects of these Norfolk villages:

Focusing on Sensory Details and Observation:
"My Village Senses" Poem/Word Bank: Take the children on short, guided walks in their village. Encourage them to use all their senses:
Blakeney: What sounds do you hear at the Quay? (Seagulls, boats, the wind). What do you see? (Boats, marshland, the sea in the distance). What might you smell? (Salty air, perhaps fish).

Hindringham: What sounds might you hear in the fields? (Birds singing, tractors). What do you see? (Open fields, perhaps farm animals, the church tower). What might you smell? (Fresh grass, maybe farm smells).

Kelling: What sounds do you hear in the woods or near the heath? (Rustling leaves, birdsong). What do you see? (Trees, different plants, perhaps glimpses of the coast). What might you smell? (Woodland smells, damp earth).
Walsingham: What sounds might you hear in the village? (Quiet streets, perhaps church bells). What do you see? (Pilgrimage sites, older buildings, the Abbey ruins). What might you smell? (Perhaps flowers in gardens). Back in the classroom, create a shared word bank or have children write simple poems using these sensory words.

"Sound Maps": On a short walk, have children close their eyes at different points and draw a map, marking where they hear different sounds. This encourages active listening and spatial awareness.

"I Spy in My Village": Play "I Spy" focusing on specific landmarks or features of their village. This reinforces vocabulary and observation skills.

Developing Descriptive Language:
"My Favourite Place" Writing: Ask children to think about their favourite place in their village and draw a picture of it. Then, encourage them to write a few simple sentences describing it, focusing on what it looks like, feels like, or why they like it.

"Village Postcards": Imagine they are sending a postcard to someone who has never visited their village. What would they write to make them want to come? Focus on descriptive adjectives.

"Label the Picture": Provide pictures of key landmarks in each village (e.g., Blakeney Quay, Hindringham Church, Kelling Heath, Walsingham Abbey). Ask children to label them and then write simple sentences about what they see.

Exploring Narrative and Storytelling:
"A Day in the Life of...": Encourage imaginative writing by asking children to write about "A Day in the Life of a Seagull in Blakeney," "A Day in the Life of a Cow in Hindringham," "A Day in the Life of a Squirrel in Kelling Woods," or "A Day in the Life of a Visitor to Walsingham."

"The Mystery of the Missing...": Create a simple mystery set in their village (e.g., "The Mystery of the Missing Crab from Blakeney Quay," "The Mystery of the Lost Lamb in Hindringham Field"). Children can draw pictures and write simple sentences to tell the story and try to solve the mystery.

"Village Characters": Discuss different people they might see in their village (e.g., a fisherman in Blakeney, a farmer in Hindringham, a dog walker in Kelling, a visitor in Walsingham). Encourage them to create a simple character and write a few sentences about what they do and what they are like.

Developing Information Writing:
"Our Village Fact File": As a class, create a simple fact file about their village. This could include:
The name of the village.
Something special about it (e.g., Blakeney has a harbour, Hindringham has a village green, Kelling is near the coast, Walsingham is a pilgrimage site).
Things you might see there.
Simple maps or drawings.

"Village Signs": Look at different signs around the village (road signs, shop signs, church signs). Discuss what information they give us and why they are important. Children can then design their own simple village signs.

Connecting with the Local Community:
Guest Speakers: If possible, invite someone from the local community to talk to the children about their work or their connection to the village (e.g., a fisherman, a farmer, someone who works at Walsingham Abbey). Children can prepare simple questions beforehand.

Simple Surveys: Conduct a simple class survey about favourite things in their village. Children can then create a simple chart or graph to show the results and write a sentence about what they found out.

Remember to:
Use visuals and real objects whenever possible.
Encourage talk and discussion.
Scaffold activities to meet the needs of all learners.
Celebrate their local knowledge and experiences.

Maths

We use White Rose Maths; the list below has suggested activities to enhance provision.

Here are Key Stage 1 maths objectives relating to the learning theme 'Where We Live', broken down by year group and mathematical area of study, with suggestions for how they connect to the theme:

General Principles for 'Where We Live' Theme:
Number & Place Value: Counting houses, counting people, identifying house numbers, ordering street numbers.
Addition & Subtraction: Calculating how many houses on a street, how many more/less of a certain type of building.
Measurement: Measuring the size of rooms, gardens, distances between homes, estimating walking times.
Geometry: Properties of Shapes: Identifying shapes in buildings (windows, doors, roofs), recognizing 3D shapes of houses and common objects.
Geometry: Position & Direction: Describing locations in a home, on a street, using maps, giving directions.
Statistics: Collecting data on house types, number of people in homes, favourite local amenities.
Problem Solving: Planning routes, solving problems about household items, budgeting for local activities (simple).

Year 1 Maths Objectives:
1. Number and Place Value
Objective: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Where We Live Link: Count houses on a street, count how many items are in a room, count people in different households.

Objective: Read and write numbers from 1 to 20 in numerals and words.
Where We Live Link: Identify and read house numbers, label rooms with numbers, write down the number of chairs in a room.

Objective: Identify one more and one less than a given number.
Where We Live Link: If there are 7 houses on a street, how many would there be if one more was built? If 5 children live in a house, how many if one moved out?

Objective: Identify and represent numbers using objects and pictorial representations including the number line, and use the vocabulary of equal to, more than, less than (fewer), most, least.
Where We Live Link: Use blocks to represent houses and compare which street has "more" or "fewer" houses. Compare the number of windows on different houses.

Year 2 Maths Objectives:
1. Number and Place Value
Objective: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Where We Live Link: Count pairs of shoes in homes (in 2s). Count rooms in groups of 3 or 5 if a large building. Count in 10s for street numbers.

Objective: Recognise the place value of each digit in a two-digit number (tens, ones).
Where We Live Link: Discuss house numbers (e.g., "number 34 has 3 tens and 4 ones").

Objective: Compare and order numbers from 0 up to 100; use <, > and = signs.
Where We Live Link: Order house numbers on a street. Compare the number of people living in different houses.

Objective: Read and write numbers to at least 100 in numerals and in words.
Where We Live Link: Read and write larger house numbers or postcodes (if simplified).

Year 1 Maths Objectives:
2. Addition and Subtraction
Objective: Represent and use number bonds and related subtraction facts within 20.
Where We Live Link: If there are 10 windows on a house and 4 are downstairs, how many are upstairs? (4 + 6 = 10).

Objective: Add and subtract one-digit and two-digit numbers to 20, including zero.
Where We Live Link: If there are 8 red roofs and 5 blue roofs, how many roofs altogether? If a house has 12 rooms and 3 are bedrooms, how many are other rooms?
Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.
Where We Live Link: "Our street has 15 houses. 10 of them have gardens. How many don't have gardens?" Use toy houses or drawings to help solve.

Year 2 Maths Objectives:
2. Addition and Subtraction

Objective: Solve problems with addition and subtraction:
Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
Applying their increasing knowledge of mental and written methods.
Where We Live Link: "There are 24 houses on one side of the street and 21 on the other. How many houses altogether?" "Our block of flats has 35 apartments. 12 are empty. How many are lived in?"

Objective: Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
Where We Live Link: If 15 people live on one road and 20 on another, how many people? If you have 3 different types of fruit in your kitchen (2 apples, 3 bananas, 4 oranges), how many fruits in total?

Objective: Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Where We Live Link: If a street has 40 houses and 15 are terraced, how many are not terraced? (40 - ? = 15, or 15 + ? = 40).

Year 1 Maths Objectives:
3. Measurement
Objective: Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).
Where We Live Link: Compare the height of different houses on a street. Measure the length of a room or a garden path.

Objective: Measure and begin to record lengths and heights.
Where We Live Link: Use non-standard units (e.g., footsteps, handspans, blocks) to measure the width of a door or the length of a window.

Objective: Compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than).
Where We Live Link: Compare the weight of different household items (e.g., a cushion vs. a book).

Objective: Compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter).
Where We Live Link: Explore the capacity of different containers used in a home (e.g., cups, bowls, bottles). "Which jug holds more water for the plants?"
Objective: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Where We Live Link: Discuss daily routines at home and connect to time (e.g., "We eat dinner at 6 o'clock," "We go to bed at half past 7").

Year 2 Maths Objectives:
3. Measurement

Objective: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (∘C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Where We Live Link: Measure the length and width of classrooms or outdoor spaces in metres/centimetres. Estimate and measure the mass of groceries (kg/g). Measure the volume of liquid used for cooking or cleaning (litres/ml).

Objective: Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
Where We Live Link: Compare the length of different garden fences. Which holds more water: a bath or a bucket?

Objective: Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
Where We Live Link: Work out how much it costs to buy simple items for a home (e.g., a toy for their bedroom, ingredients for a simple recipe). Create a pretend budget for a local shop.

Objective: Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
Where We Live Link: Create a timetable for daily activities at home. Calculate how long a household chore takes.
Objective: Know the number of minutes in an hour and the number of hours in a day.
Where We Live Link: Discuss how many hours they spend at home each day/week.

Year 1 Maths Objectives:
4. Geometry: Properties of Shapes
Objective: Recognise and name common 2-D and 3-D shapes, including e.g. rectangles (including squares), circles and triangles, cuboids (including cubes), pyramids and spheres.
Where We Live Link: Identify shapes in buildings (e.g., rectangular doors, square windows, triangular roofs). Find 3-D shapes in household objects (e.g., a cereal box is a cuboid, a ball is a sphere).

Year 2 Maths Objectives:
4. Geometry: Properties of Shapes
Objective: Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Where We Live Link: Look for 2-D shapes in the design of buildings and furniture. Identify symmetrical items in a home (e.g., a window, a door, a rug).

Objective: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Where We Live Link: Describe household objects by their 3-D properties (e.g., a box is a cuboid, a tin of beans is a cylinder, a roof could be a prism or pyramid).

Year 1 Maths Objectives:
5. Geometry: Position and Direction
Objective: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Where We Live Link: Describe the position of furniture in a room ("the sofa is next to the window"). Give instructions to a friend to move around a pretend house or a map of a local area ("go straight, turn left at the corner").

Year 2 Maths Objectives:
5. Geometry: Position and Direction
Objective: Order and arrange combinations of mathematical objects in patterns and sequences.
Where We Live Link: Create patterns using house numbers or different house types. Arrange items in a room following a pattern.

Objective: 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).
Where We Live Link: Give directions from school to their home using directional language. Create a simple map of their house or garden and describe how to get from one point to another.

Year 2 Maths Objectives:
6. Statistics
Objective: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Where We Live Link: Collect data on types of houses on a street (terraced, semi-detached, detached) using a tally chart, then create a pictogram or block diagram. Create a table of different room types in their home and the number of each.

Objective: Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
Where We Live Link: "Which type of house is most common on our street?" "How many more detached houses are there than semi-detached?"

Objective: Ask and answer questions about totalling and comparing categorical data.
Where We Live Link: "How many people in our class live in a house or a flat altogether?"

More ideas, incorporating Blakeney, Hindringham, Kelling, and Walsingham:

Number and Place Value:
House Numbers: Children can look at the numbers on houses in their street (or photos of houses in the different villages). They can practice reading the numbers, ordering them, and identifying odd and even numbers. You could even ask them to find a house number that is one more or one less than a given number.

Counting Objects: Gather natural objects found in these locations (shells from Blakeney, leaves from Kelling Woods, pebbles, etc.). Children can count them, group them into tens and ones, and represent the numbers in different ways.

Number Hunt: Create a simple checklist of numbers to find on signs, shop fronts, or buses in the villages.

Comparing Populations (Simplified): Introduce the idea that some villages might have more people living there than others. Use simple language like "more" and "fewer" and perhaps represent this with blocks or drawings. You could say, "Blakeney has more boats than Hindringham has tractors." (This is a generalization for illustrative purposes!)

Addition and Subtraction:
Adding and Subtracting People/Animals: Create simple word problems based on the locations: "Three children were playing on Blakeney Quay, and then two more joined them. How many children are there now?" or "Five birds were sitting on a wall in Walsingham, and two flew away. How many are left?"

Distance (Simplified): If you have a simple map of the villages, you could talk about "journeys." "If we go from Hindringham to Kelling and then to Blakeney, that's a longer journey than just going from Kelling to Blakeney." Use comparative language rather than precise measurements.

Sharing Treats: Imagine sharing local treats (like fudge from Walsingham or fish and chips from Blakeney) equally between a small group of friends.

Shape and Space:
Shape Hunt: Go on a shape walk around the villages. Identify squares (windows), rectangles (doors, signs), circles (wheels, some signs), and triangles (roofs). Encourage children to describe the shapes they see.

Mapping Our Route: Create a very simple map of a familiar walk in one of the villages, using pictures or simple symbols to represent landmarks. Children can then follow the map or create their own.

Building Landmarks: Use building blocks or construction toys to create models of familiar buildings like the church in Walsingham or a boat in Blakeney Harbour. Discuss the shapes they have used.

Positional Language: Use positional language to describe where things are in the local environment: "The post box is next to the shop in Hindringham," "The boats are behind the wall at Blakeney Quay," "The trees are in front of the woods in Kelling."

Measurement:
Length (Informal): Compare the lengths of different natural objects found in the area (a long piece of seaweed from Blakeney, a shorter stick from Kelling Woods). Use comparative language like "longer than," "shorter than," "taller than."

Capacity (Informal): Compare the sizes of different containers (perhaps buckets for collecting shells at Blakeney). Use language like "full," "empty," "more than," "less than."
Time (Sequencing Events): Talk about daily routines or events that happen in the local area, putting them in order (e.g., "The boats go out in the morning, and the sun sets in the evening").

Data Handling:

Favourite Things: Ask children what their favourite thing is about living in or visiting Blakeney, Hindringham, Kelling, or Walsingham. Create a simple bar chart using pictures or blocks to represent their choices.

Types of Transport: Observe the different types of transport seen in the villages (cars, tractors, boats, bicycles). Count how many of each you see and create a simple tally chart.

Tips for Implementation:
Visual Aids: Use photographs and real objects from the local area to make the learning tangible.
Outdoor Learning: Take learning outside whenever possible to explore the environment first-hand.
Storytelling: Weave mathematical concepts into simple stories based in the local area.
Scaffolding: Adapt activities to suit the different abilities within the Key Stage 1 age range.
Collaboration: Encourage children to work together and share their ideas.

Courageous Advocacy

An opportunity to nurture courageous advocates in Key Stage 1 while exploring the beauty and uniqueness of Blakeney, Hindringham, Kelling, and Walsingham! These are activity suggestions, keeping in mind their age and stage:

Focusing on Blakeney:
Protecting Blakeney Point:
Idea: Become "Seal Protectors"! Learn about the seals at Blakeney Point and the importance of not disturbing them. Create posters or drawings to display in the classroom or local library reminding people to keep a safe distance.
Courageous Advocacy: Speaking up to remind grown-ups about the rules to protect the seals.

Keeping Blakeney Clean:
Idea: Organise a mini beach or village clean-up (with adult supervision, of course!). Collect litter and discuss why it's important to keep our environment tidy for animals and people.
Courageous Advocacy: Gently reminding others not to drop litter.
Celebrating Blakeney's Boats:
Idea: Learn about the different types of boats in Blakeney Harbour and why they are important (fishing, tourism, lifeboats). Create artwork or stories about the boats and share them with the local sailing club or harbour master.
Courageous Advocacy: Sharing their knowledge and appreciation for the boats with others.

Focusing on Hindringham:
Saving Hindringham's Green Spaces:
Idea: Identify a local green space (a park, a field) and discuss why it's important for playing, nature, and wildlife. Create a "Save Our Space" campaign with drawings and simple persuasive sentences.
Courageous Advocacy: Sharing their reasons for wanting to protect green spaces with family and friends.

Helping Local Wildlife in Hindringham:
Idea: Learn about common birds or insects found in Hindringham. Create bird feeders or bug hotels for the school grounds or their gardens.
Courageous Advocacy: Encouraging others to care for local wildlife.
Focusing on Kelling:

Appreciating Kelling's Heathland:
Idea: Learn about the unique Kelling Heath and the plants and animals that live there. Create a nature journal with drawings and observations.
Courageous Advocacy: Sharing their knowledge about the importance of heathlands with others.

Keeping Kelling Quiet and Safe:
Idea: Discuss the importance of being mindful of noise and traffic in their village to protect people and animals. Create simple signs or messages to promote quiet and safe behaviour.
Courageous Advocacy: Gently reminding others to be considerate.

Focusing on Walsingham:
Respecting Walsingham's History:
Idea: Learn about the history of Walsingham and its significance. Create drawings or tell stories about important historical aspects.
Courageous Advocacy: Sharing their understanding of Walsingham's history with visitors or family.

Caring for Walsingham's Gardens:
Idea: Explore local gardens (if accessible) or learn about different types of plants. Plant seeds or care for plants in the school garden.
Courageous Advocacy: Encouraging others to appreciate and care for plants and gardens.

General Ideas for All Locations:
"Our Wonderful Villages" Project: Create a collaborative project showcasing what makes Blakeney, Hindringham, Kelling, and Walsingham special. This could be through drawings, paintings, models, or simple writing. Share this with the school or local community.
Courageous Advocacy: Proudly sharing what they love about where they live.
Local Heroes: Learn about people in their communities who do good things (e.g., volunteers, community workers). Write thank you notes or draw pictures for them.
Courageous Advocacy: Recognizing and appreciating the efforts of others.

Simple Surveys: With adult help, create simple surveys asking people what they like about their village and what could be improved. Share the findings (in an age-appropriate way) with the school council or a local community group.
Courageous Advocacy: Gathering and sharing the opinions of others.

Key Considerations for Key Stage 1:
Keep it Concrete: Focus on tangible actions and things they can see and touch.
Make it Personal: Connect the issues to their own experiences and feelings.
Keep it Positive: Frame advocacy as a way to make things better.
Provide Support: Ensure they feel safe and supported in their actions.
Celebrate Small Victories: Acknowledge and praise their efforts.

Developing Spirituality
The natural beauty and history of Blakeney, Hindringham, Kelling, and Walsingham offer so many wonderful starting points. Here are some suggestions, keeping in mind their age and focusing on experiences that spark awe, wonder, and connection:

Connecting with Nature & Awe:
Blakeney Harbour Wonder: Take the children to Blakeney Harbour. Encourage them to close their eyes and listen to the sounds – the cries of the birds, the gentle lapping of the water, perhaps the distant sound of a boat. Discuss how these sounds make them feel. What do they wonder about the creatures that live there? What journeys might the boats take? This fosters a sense of awe and connection to the natural world.

Kelling Heath Exploration: A walk through Kelling Heath can be a sensory adventure. Encourage them to touch different textures – the bark of a tree, the softness of moss, the coolness of a stone. Look closely at tiny details like the patterns on a leaf or the colours of wildflowers. This helps them appreciate the intricate beauty of nature.

Cloud Gazing in Hindringham: Find a comfortable spot in Hindringham to lie down and watch the clouds. What shapes do they see? What stories do the clouds seem to be telling? This encourages imagination and a sense of wonder about the vastness of the sky.

Seaside Treasures (Blakeney/Kelling): If near the coast, collect natural treasures like shells, pebbles, and seaweed. Discuss how each item is unique and has its own story. This can lead to discussions about the beauty and diversity of the natural world.

Exploring Stillness & Reflection:
Quiet Moments: Find a peaceful spot in nature (a quiet corner of the school garden, a calm area in a local park). Encourage the children to sit quietly for a few moments, noticing their breath and the sounds around them. This introduces the idea of stillness and being present.

"Thank You" Stones: Have the children find small, smooth stones. Talk about things they are thankful for in their lives and in the local area (e.g., their family, friends, the birds they saw, the flowers). They can hold their stone and think about these things. This encourages gratitude.

Connecting with Community & Story:
Walsingham Abbey Ruins: While being mindful of the sacred nature of the site, a visit to the Walsingham Abbey ruins can spark curiosity about the past. Discuss who might have lived there long ago and what their lives might have been like. This connects them to the history and stories of their local area.

Local Legends (if any): Explore if there are any gentle local legends or stories connected to these villages. Sharing these stories can foster a sense of belonging and connection to the community's heritage.

Visiting the Local Church: A visit to a local church can introduce the children to a place of quiet reflection and community gathering. Focus on the architecture, the light streaming through the windows, and the peaceful atmosphere.

Developing Empathy & Kindness:
Caring for Our Environment: Discuss ways to care for the local environment – picking up litter, being kind to animals, respecting plants. This fosters a sense of responsibility and connection to the wider world.

Helping Others: Talk about ways to be kind and helpful to people in their community – at school, at home, and in their villages. This encourages empathy and a sense of interconnectedness.

Creative Expression:
Nature Art: Use natural materials collected (leaves, twigs, petals) to create artwork. This allows for creative expression and a deeper engagement with the beauty of nature.
Storytelling through Drawings: Encourage children to draw pictures inspired by their experiences in these places – what they saw, heard, felt. They can then tell stories about their drawings.

Important considerations for implementation:
Keep it Sensory: Focus on engaging all the senses – sight, sound, touch, smell (where safe and appropriate).
Keep it Simple: Spirituality for this age group is about wonder, awe, and simple connections. Avoid complex concepts.
Make it Experiential: Hands-on activities and direct experiences in nature are the most impactful.
Be Respectful: When visiting historical or religious sites, emphasise the importance of being respectful and quiet.
Follow Their Lead: Be open to the children's own observations and questions. Their insights can be surprisingly profound.

Developing a sense of place through Geography fieldwork https://geography.org.uk/resources/creating-a-sense-of-place-through-fieldwork/

Other Ideas

Extra-curricular ideas for Key Stage 1 in relation to the Learning Theme 'Where We Live', with a focus on Blakeney, Hindringham, Kelling, and Walsingham in Norfolk. These ideas aim to connect children with their local environment, history, and community in an engaging way.

General Principles for 'Where We Live' Extra-Curricular for KS1:
Hands-on exploration: Children learn best by doing and experiencing.
Community connection: Involve local people, organisations, and businesses.
Sensory engagement: Encourage observation through sight, sound, touch, and even smell (where appropriate and safe).
Storytelling and imagination: Link activities to narratives and encourage creative expression.
Safety first: Always prioritise safety, especially when out and about in the local area.

Extra-Curricular Ideas Specific to the Locations:
Given the unique characteristics of Blakeney (coastal, natural reserve), Hindringham (rural, agricultural), Kelling (coastal, steam railway), and Walsingham (historical, pilgrimage site), these ideas incorporate elements from each:

1. "Local Explorer" Club:
Focus: Mapping, observation, local features.
Activities:
"Sense of Place" Walks: Regular walks around the school grounds and immediate local area (tailored to each village). Children use clipboards to draw/jot down what they see, hear, and feel.

Mapping Adventures: Create simple maps of their local area, marking key landmarks, their homes, the school, and interesting features. Use aerial photographs alongside their own drawings.
Nature Scavenger Hunts: Look for specific natural elements (e.g., different types of leaves in Hindringham, seashells in Blakeney/Kelling, specific local flowers).
Human Features Hunt: Identify human-made features like different types of buildings, shops, roads, and community buildings.

2. "History Detectives" Club:
Focus: Local history, changes over time, storytelling.
Activities:
Old vs. New Photo Challenge: Find old photographs of their village (e.g., from local archives or historical societies) and try to locate the same spots today. Discuss how things have changed.
Guest Speakers: Invite local elderly residents, historians, or people who have lived in the area for a long time to share stories and memories of the village when they were young.
Walsingham Pilgrimage Play/Storytelling: For Walsingham, explore its historical significance through simple re-enactments or storytelling sessions about its past as a pilgrimage site.
Kelling Railway Stories: For Kelling, explore the history of the North Norfolk Railway (Poppy Line). Perhaps a visit to the station, looking at old trains, and learning about how people used to travel.

3. "Nature Nurturers" Club:
Focus: Local environment, wildlife, conservation.
Activities:
Blakeney Point Birdwatching/Seal Spotting (age-appropriate and supervised): If feasible and safe, a trip to Blakeney Point to observe the local wildlife and learn about its importance as a nature reserve. Alternatively, bring in resources (photos, videos) about the wildlife.
School Garden/Local Allotment Project (Hindringham): Plant and care for a small school garden, connecting to the agricultural heritage of Hindringham. Learn about where food comes from.
Pond Dipping/Minibeast Hunt: Explore local ponds or grassy areas (with supervision) to discover minibeasts and learn about their habitats.
"Tidy Up Our Local Area" Events: Organise a small litter pick in the school grounds or a safe, designated local area to foster a sense of responsibility for their environment.

4. "Creative Community" Club:
Focus: Artistic expression, celebrating local identity.
Activities:
Local Landmark Art: Children create artwork (drawings, paintings, collages) inspired by local landmarks or features from their village (e.g., Blakeney Church, Walsingham Abbey ruins, Kelling Heath, Hindringham Church).
"My Village" Story/Poetry Writing: Encourage children to write short stories or poems about their village, including things they like about where they live.
Local Craft Workshops: Invite local crafters (e.g., a potter, weaver, or baker if applicable to the area's heritage) to demonstrate their skills or lead a simple workshop.
Community Show and Tell: Children bring in objects from their homes that represent "where they live" and share stories about them.

5. "Local Heroes" Club:

Focus: Understanding local services and community roles.
Activities:
Visits from Local Services: Invite local police, firefighters, or paramedics to talk about their roles in the community and how they help people where they live.
Post Office/Shop Visit: Visit the local post office or a village shop to understand how these services contribute to the community.
"Thank You" Project: Create thank you cards or drawings for local community helpers (e.g., bin collectors, postal workers, volunteers).

Practical Considerations:
Parental Involvement: Encourage parents to help with transport, supervision, and sharing local knowledge.
Links to Curriculum: Ensure activities align with Key Stage 1 geography, history, and science curriculum objectives.
Flexibility: Adapt activities based on weather, resources, and children's interests.
Scaffolding: Provide varied levels of challenge to suit all abilities.
Risk Assessment: Conduct thorough risk assessments for all off-site activities.
Local Partnerships: Contact local community groups, museums, nature reserves, and businesses for potential collaborations or resources.

Other ideas:

Norfolk Rivers Trust
- Eel Project
- Beaver Project
- White Clawed Cray Fish
- Chalk Stream conservation

Follow the River Glaven from source to sea

National Trust
- Guardianship Scheme – Friary Freshers

Norfolk Wildlife Trust
- Cley reserve and bird hides

Bayfield Hall
- Natural surroundings

Wiveton Hall
- Strawberry picking

Holkham Hall
Houghton Hall
Felbrigg Hall
Blickling Hall
Morston
Cley Marshes

Muckleburgh
Holt
Weybourne
Letheringsett Mill & Ford
River Glaven
Sheringham
Cromer
Fakenham
Sculthorpe

Walsingham Abbey & Shrine
Wells-Next-The-Sea
Gressenhall

Seal trip from Blakeney or Morston
- Ptarmigan
- Temple Seal Trips
- Beans Boats

Train – Walsingham to Wells or Holt to Sheringham

Farm visits
- Stody Farm Estate
- Sharrington Strawberries
- Snettisham Park Farm

Holt Country park