

INTENTIONS:

Drivers:

- To improve relationships and gel the class so that there is a sense of a team.
- To improve communication and imaginative language, specifically vocabulary and writing.
- To improve knowledge of the world through the wonderment of people and places

Standards:

Writers	Scientists	Geographers
<p>Vocabulary Write poems that use pattern, rhyme and description. Write labels. Write lists. Write captions. Write instructions. Write recounts. Write glossaries. Present information</p> <p>Books: All the colours of the earth – Wendy Cooling</p> <p>Story Tree – Hugh Lupton The Day the Crayons came home Meerkat Mail</p> <p>Write letters to discover what life is like for pupils in Dubai: GEMS Jumeirah / Thailand -</p>	<p>HABITATS AND LIVING THINGS (YR 2)</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including micro- habitats</p> <p>Books: Lost and Found – Oliver Jeffers Nature anatomy - Julia Rothman</p>	<p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><i>Locational knowledge</i> Revisit and retrieve</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><i>Skills</i></p> <ul style="list-style-type: none"> 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 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 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 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. <p>Books - Maps</p>
<p>Computing: Communicate: Use a range of applications and devices in order to communicate ideas, work and messages. Use word to become familiar with its functions.</p> <p>Coding: Use Beebots and Romers to programme Control motion by specifying the number of steps to travel, direction and turn.</p>		
<p>Historians</p> <p>Crime scene investigation</p> <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<p>Artists</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	
<p>PSHE: Healthy Relationships: how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts; how to respond to risky or negative relationships and ask for help; Living in the wider world: to respect equality and to be a productive member of a diverse community; about different groups and communities; about the importance of respecting and protecting the environment</p> <p>SMSC:</p> <ul style="list-style-type: none"> Moral: distinguish right from wrong; a sense of empathy with others; an ability to think through the consequences of their own and others’ actions. Spiritual: an increasing ability to reflect; a respect for themselves and others Social: shows respect for living things, property and the environment. Cultural: an appreciation of a range and diversity of cultures and interdependence of cultures 		
<p>Continuous provision: Building on the map in the classroom and use of geographical vocabulary – continents and oceans, countries and capital cities, then increase complexity by comparison, habitats, physical and human features.</p>		

IMPLEMENTATION:

Week	Intro	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Event /books								IMPACT						IMPACT	
Writing															
Science															
Geography															
Art															
Technology															
History															

Continuous Provision opportunities:

IMPACT:

Assessment against the INTENTIONS of the standards, including:

Theme key **word assessment** using knowledge organisers

Initial mind map to show what they know compared with **assessment mind-map** at the end of the unit.

Ongoing assessment, including cognitive challenge

building from describing, labelling, listing...  to comparing, explaining ... applying, organising  to justifying, convincing, arguing and selecting

Tests through **quick quizzes** and **activities** designed to showcase pupil knowledge and understanding.

Extended writing tasks to show the **application** of language and communication skills, including: composition, transcription and analysis. This can be through the theme or specific writing activities.

