



Traveller's Tales

Children will be learning about different forms of transport and use the theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

History

Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life

Events beyond living memory that are significant nationally or globally (transport)

Significant historical events, people and places in their own locality.

Geography

Geographical skills and fieldwork:

To 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 key

Human and physical geography:

To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Science:

Animals incl. Humans—basic needs of animals incl humans. Importance of human exercise, food and hygiene

RE—

To know basic facts about Hinduism
To know some Hindu stories
To know about Hindu gods and goddesses.
To know how people pray
To know and compare the features of Hindu and Christian weddings.

KUW— Skills based objectives to focus on:

History:

Continuity and change

- Discuss change and continuity in an aspect of life, e.g. holidays

Geography:

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features

- Use photographs and maps to identify features

Mastery opportunities for Literacy:

- To use vehicle features as adjectives on magpie wall
- To report on transport
- To describe and compare transport
- To compare DT creations
- To write instructions for how to create a new vehicle or theirs
- To describe and recount a trip
- To report on the differences in Widdrington in the past to present

Week 1 and 2

Literacy - Jubilee (1 week)

ICT— How does an animation work?

JUBILEE THEMED CRAFTS AND LEARNING

RE— Do Hindus have a Holy Book?

Monday 6th June- Jubilee Day

Thursday 9th June—Countryside Show (Y2/3)

Friday 10th June—Y3 Enterprise Afternoon

Literacy - Stories from other cultures (3 weeks)

ICT— How can I make my animation longer?

RE—How many Gods do Hindus have?

TRIP—To Beamish— Y1 and 2

Week 3 and 4

ICT— How can I make my animation smoother?

Geog / Hist—Why do we live in Widdrington Station?

RE—Do Hindus pray, if so....where?

Science / FS: What are the best foods to eat?

ICT— How does a freeze frame animation work?

History—How has transport changed over time?

RE—What does a Hindu wedding look like?

Science / FS: What is the point of exercising?

SPORTS DAY—FRIDAY 8TH JULY

Week 5, 6 and 7

Literacy - Non Chronological reports (2 weeks)

ICT— What are the different stages for the animation?

History—How has transport changed over time?

RE—What does a Christian wedding look like?

Science / FS: How are birds different to other animals?

ICT— What is a loop? How can it be used?

DT—How could you transport your box into a mode of transport?

RE—Are weddings celebrated in the same way?

Monday 18th July—Circus Day

Science / FS: How are aquatic animals different to others?

Mathematical Development

Core number sense and basic skills being revised.

Addition and subtraction Y1 unit

Subtraction, not and then crossing 10

Related facts and comparing number sentences

Measurement: Length and height Y1 unit

To compare lengths and heights

To measure length

Measurement: Weight and volume Y1 unit

To measure and compare mass

To measure and compare capacity

Number: Fractions Y2 unit

Make equal parts

Recognise a half, find a half

Recognise a quarter and find a quarter

Recognise a third and find a third

Unit fractions

Non unit fractions

Equivalence of 1/2 and 2/4

Find three quarters

Count in fractions

Number: Measurement: Length & Height Y2 unit

Measure length (cm)

Measure length (m)

Compare lengths

Order lengths

Four operations with lengths

Creative Development

Art

-To use a range of materials creatively to design and make products
To use drawing, painting and sculpture to develop and share their design, experiences and imagination.

DT:

To select from and use a range of tools and equipment to perform practical tasks (for example: cutting, shaping, joining and finishing)
To select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics.

Music—Charanga: Your Imagination / Lean on me

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically

Physical Development

Complete PE: Film Jumping and running/ Beech Athletics

To develop skills of throwing and aiming (discus / javelin / howler / quoit)

To develop skills at jumping and running (track / hurdles / long jump / triple jump/ standing jump)

To develop skills at running with a team (baton relay / long distance)

Mastery opportunities for maths:

- To read scales to compare distances on a map
- To use a range of pattern making to decorate their Vehicle box
- To use a ruler to measure accurately for their vehicle
- To read scales for maps
- To identify similarities and differences with vehicles to sort and classify
- To understand the properties of 3D and 2D shapes to assist in sculpture and model making

PSED—Primary Toolkit Health and wellbeing

Growing and changing:

Y1: Recognise what makes the unique and special ; feelings; managing when things go wrong

Y2: Growing older; naming body parts; moving class or year.

Keeping safe:

Y1: how rules and age restrictions help us; keeping safe online

Y2: safety in different environments; risk and

Esafety:

Screen out the mean

ICT- Animations

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

To 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

Computing skills:

Multimedia - Information Technology (IT):

Use technology purposefully to create digital content.

Y1: Use a video or stills camera to record an activity

Y2: Explore the effects of sound and music in animation and video.

Communication Language and Literacy

Genre- Jubilee Mini unit.

Stories from other cultures and Non Chronological reports.

Focus: Setting and description

SPAG:

Year 1

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Word

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentences

Joining words and joining clauses using and

Punctuation

Capital letters for names and for the personal pronoun I

Year 2

- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or, because) and co-ordination (using or, and, or, but)
- Some features of written Standard English

Sentences

Subordination (using when, if, that, because) and coordination (using or, and , but)

How the grammatical patterns in a sentence indicate its function as a statement, questions, exclamation or command.

