

Enrichments
Trip to the Catalyst Museum



Key texts
The Snail and the Whale Man on the Moon

	Word of the week					
Spring 1	Week 1 frequent	Week 2 incident	Week 3 frail	Week 4 dabble	Week 5 attached	Week 6 organised
Spring 2	efficient	willing	enticing	concerned	ferocious	envious

	What will I know?	How will I learn it?	Vocabulary
History	<p>Travel and Transport</p> <p>To put at least 3 people or events in order using a given scale To use past and present when telling others about an event and describe differences between then and now To recount the main events from a significant occurrence in history</p>	<p>How do we get round the world so quickly? How did we learn to fly? Begin with a timeline and add to it throughout unit of work, starting with a balloon. Watch actual footage of people attempting to fly .</p>	<p>Recently, before, after, now, later, time line, historical event, similarities, difference, research, historian, evidence, witness, impact eye witness</p>

	<p>To begin to understand and use evidence to explain reasons why people in the past acted as they did</p> <p>To use a range of media to interpret history and to find information about the past</p> <p>To ask and answer questions about what happened in the past, e.g. what was it like for...? How long ago was...?</p> <p>Describe objects, people and events</p> <p>Write simple stories and recounts about the past, e.g. diary entries, letters, fact files</p> <p>Draw and label diagrams and write about them to tell others about people, events and objects from the past</p>	<p>Who were the Wright Brothers and why are they important? Research using images, books and facts to create own factfile about the Wright Bros.</p> <p>Why do people remember Amy Johnson and Jason? Video footage, fact file, newspaper articles – to find out who or what Amy Johnson and Jason are. Plot her journey to Australia, choose what she will need to take with her.</p> <p>Who was the first person to step on the moon? Factfile about Neil Armstrong, famous words, footstep, video footage, articles.</p> <p>What is the ISS? QR codes to research life on the ISS.</p>	<p>account, who, what, why, where, when</p>
Geography	<p>To use world maps, atlases and globes to identify the continents and oceans of the world.</p> <p>To name and locate the 7 continents and 5 oceans of the world</p> <p>To identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south pole</p> <p>To use basic geographical vocab</p>	<p>How many continents and oceans are there? Use atlases, iPad and globes to identify oceans and continents. Learn the continents song.</p> <p>What have you found out about your continent? Children can carry out their own research – finding out about different continents.</p> <p>Where are the hot and cold climates of the world? Hot and Cold Climates: Explain this lesson will look at hot and cold climate zones of the world, along with looking at some of the animals that live in those areas. Define weather and climate. Show the Climates Zones World Map</p>	<p>Physical features - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, weather, Human features – port, harbour,</p>
Art / DT	<p>Printing – Explore printing simple pictures with a range of hard and soft materials</p> <p>Make simple marks on rollers and printing pallettes</p> <p>Use equipment and media correctly and be able to produce a clean image</p> <p>Plan and develop simple ideas and collect textures and patterns</p> <p>Experiment with over printing</p> <p>Explore the work of an artist</p>	<p>Collage/printing – Snail and the Whale</p> <p>Digital media</p> <p>Mechanisms</p> <p>Vehicles</p> <p>Investigate vehicles and how they move – particular focus on wheels and axles</p>	<p>Drawing: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, natural, man-made, environment, comparison, still life, observation, charcoal, coloured pencil, drawing pencil, felt tip pen, marker</p> <p>Painting: secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue,</p>

	<p>Develop ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for own design</p> <p>Make simple drawings and label parts</p> <p>Evaluate own and others work against our design criteria, identifying strengths and possible changes</p> <p>Begin to select tools and materials, measure, cut and score with accuracy, use hand tools safely</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Collage – Create images from a variety of media, e.g. photocopies, material, fabric, crepe paper, etc.</p> <p>Arrange and glue materials to form different backgrounds</p> <p>Sort and group materials for different purposes</p> <p>Design, create and work on different scales</p> <p>Create, select and use textured paper for an image</p> <p>Select, collect, assemble, cut, tear, stick and collage from a variety of ‘found’ resources</p> <p>Digital media – Explore ideas using digital sources, e.g. iPad</p> <p>Record visual information</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes, create shapes using a razor, shape and fill toys, create colour and texture</p> <p>Use basic selection and cropping tools</p>	<p>We need to create a vehicle for travelling across the world. Must include some wheels.</p> <p>Design own vehicle – what will it look like? How will it move?</p> <p>Method – how will you make the vehicle? Steps.</p> <p>Make own vehicle using junk materials, wheels and axles.</p> <p>Evaluate – what worked well? What was not so good? What could you do to make the vehicle better next time?</p>	<p>yellow, bright, pointillism, colour wash, background</p> <p>Printing: print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, pattern, press, lift, repeat, rotate, mono-print, two-tone print</p> <p>Collage and Textiles: fabric, colour, pattern, shape, texture, glue stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk, satin, net, weave, mixed media, collage, applique, layers, combine, opinion</p> <p>Digital Media: cut, paste, iPad, programme, move, tool, enlarge, scale, stamp, magic wand, clone</p>
Computing	<p>DL2.6 Be able to navigate a website using links.</p> <p>DL2.7 Be able to find a website by following links set up by the teacher or by typing into the address bar.</p> <p>DL2.8 Be able to use a search engine to search for given information to answer questions, sorting by text, pictures, sound and video.</p> <p>CS2.1 Be able to enter data into a computer game..</p>	<p>http://infant.parkfieldprimary.com/</p> <p>Mr. Haugton’s Infant Encyclopedia</p>	<p>E-safety, Website, Control device</p> <p>Coding, Programming, Data Sequence, Repeat, Conditional Variable, Computer game</p> <p>Navigation, Sorting, Effects</p> <p>Filters, Still image, Video footage</p> <p>Editing</p>

	<p>CS2.3 Be able to use and make a simple online game that reflects aspects of the real world.</p>	<p>Sketchnation Create - app to create a variety of game types - such as platform, driving, shooting, adventure</p>	
<p>Music</p>	<p>Focus: 1) Creating mood 2) Telling a story Core pieces: Maple Leaf Rag, Joplin 2) Piano trio in a minor op. 150, Allegro by Amy Beach</p> <p>Key Styles: Ragtime, Jive</p>	<p>Sing: Show understanding of tempo and dynamics by responding to a leader and visual clues. Listening: Recognise changes in tempo, Recognising the beat in groups of 2 and 3 time. Improvise, compose and perform using the key sets of C, F and G major. Create music in response to a non-musical stimulus Represent rhythm patterns with stick notation</p>	<p>See knowledge mat: dynamics, tempo, stick, dot & graphic notation, intervals, faster, slower, crotchet, quaver, rest</p>
<p>Science</p>	<p>Working scientifically – Ask questions about the world around us Recognise that they can be answered in different ways (there are different types of enquiry including observing changes over time, noticing patterns, grouping and classifying and carrying out simple comparative tests and finding things out from secondary sources)</p> <p>Observing and measuring pattern seeking Observe closely using simple equipment with increasing independence Use observations and ideas to suggest answers to questions</p> <p>Recording and reporting findings Gather, record and begin to present data in a variety of ways, e.g. drawings, label diagrams, keys, bar charts, tables Form conclusions, and explain them, based on our findings</p> <p>Identifying, grouping and classifying Begin to identify and talk about differences, similarities or changes related to simple scientific ideas and processes</p>	<p><u>Animals including humans</u> How many different animal groups are there? Can you identify the characteristics of each group? Can you identify the different offspring? WS To classify and identify</p> <p>How do animals change as they grow into adults? To compare the life cycles of different animals. WS Comparing</p> <p><u>Living things and Habitats</u> To identify that most living things live in habitats to which they are suited.</p>	<p>Habitat, organism, rainforest, coastal, pond, urban, rural, herbivores, carnivores, predators, prey, consumers and producers, omnivores</p>

	<p style="text-align: center;">Research</p> <p style="text-align: center;">Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations</p> <p style="text-align: center;">Conclusions</p> <p style="text-align: center;">Begin to use results to draw simple conclusions and suggest improvements and raise further questions</p>	<p style="text-align: center;">To 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 style="text-align: center;">What is a habitat? What is the difference between a habitat and a home?</p> <p style="text-align: center;">Look at https://www.bbc.co.uk/bitesize/topics/zx882hv Poster of a habitat – which plants/animals live there? How is suitable for them? Where are these types of habitats found? David Attenborough Who is he? PowerPoint.</p> <p>Watch https://www.youtube.com/watch?v=oAh-UOWBfi4</p> <p style="text-align: center;">Facts/QR codes around the room. Children to use iPad to do own research and create a fact file.</p> <p style="text-align: center;">To understand what a food chain is.</p> <p style="text-align: center;">To understand that living things need other livings to survive.</p> <p style="text-align: center;">Food chains – look at MRS GREN – what can all plants/animals do? PowerPoint.</p> <p style="text-align: center;">Green plants make / produce their own food. How do animals/ organisms get their food? Sources of food: herbivores, carnivores, predators, prey, consumers and producers Video of food chain attached to power point Food chain game – cut out all of the pictures and create as many food chains as possible.</p>	
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	<p>Multiplication and division of 2, 5 and 10 - 2A chapter 4</p> <p>Length – 2A chapter 5</p> <p>2D shapes – 2B chapter 11</p> <p>Fractions – 2B chapter 13</p>	<p>Follow Maths No Problem</p> <p>Use of manipulatives, introduce sharing and grouping, introduction of standard and nonstandard measurements, features of 2D shapes and cutting up of shapes to show children fractions of a shape and sharing 2 fractions of a number.</p>
	<u>Mental / Fluency</u>	<p>Times tables practise</p> <p>Number bonds 10</p>	<p>TT Rock stars</p> <p>Super Movers</p> <p>Daily 10</p>
English sequences	<u>GPAS</u>	<p>To identify different features of a sentence.</p> <p>To use correct punctuation</p> <p>To use their phonics knowledge to help spell.</p>	<p>Little Wandle Phonics and Spelling plus introduce correct vocabulary, incorporate the skills they learn into their daily writing sessions.</p>
	<u>Reading/Phonics</u>	<p>To answer questions using a text</p> <p>To use deduction skills</p>	<p>Fact sheet on whales</p> <p>Comprehension – poetry</p> <p>Carry on using Little Wandle for children not reaching ARE.</p>

	<p><u>Writing</u></p>	<p>The Snail and the Whale To make a prediction To use similes</p> <p>To write a description To write a recount To recognise the features of a letter To write an informal letter To write a variety of poems To write an information text</p> <p>Man on the Moon To write a story based on an already known story</p>	<p>Use picture of front cover to predict what might happen Use a picture from the story to create examples of similes – as a class and then independently Write a description under the sea Discuss features of a recount and then children will write their own recount from the point of view of one of the school children Look at examples of letters and pick out the features. Write own informal letter from the snail to his mum Look at list poem, acrostic poem Research a chosen ocean creature. Write a fact file about it.</p> <p>Character description Setting description Write whole story</p>
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