

Key texts

Ella and the ocean

Dreamtime stories

Non Fiction: Diary, postcard



Enrichments

Trip to Blue Planet Aquarium

Word of the week

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<u>Summer 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	
	sore	witness	exclusive	variety	bland	priceless	exaggerate	
<u>Summer 2</u>	bedraggled	extreme	acquire	wail	presence	violence	cease	

	What will I know?	How will I learn it?	Vocabulary
History	<p>Social Justice</p> <p>To recount main events and identify significant people of groups of people from a significant time history.</p> <p>To understand why some people in the past did things.</p> <p>To begin to understand the effects some people can have on others.</p> <p>To use books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet) to research information.</p>	<p>Who were the original Australians? Look at the aboriginal and Torres Strait people.</p> <p>Why is the countryside so important? Use of plants for food and medicine, tools and living.</p> <p>Why are dreams so important? Dreaming – ‘to see and understand law’</p> <p>What happened when the Europeans arrived? Captain Cook?</p>	<p>Local area, research, similarities, differences, artefact, significant, impact, evidence, who, what, where, when, why, how, Australia, Aboriginal,</p>

	To draw labelled diagrams and write about them to tell others about people, events and objects from the past.		dreams, medicine, European, Indigenous
Geography	To understand geographical similarities and differences through studying the human and physical geography of Moreton and a small area of a contrasting non-European country (Australia)	<p>Where is Australia? - Comparison of UK and Australia – size, weather.</p> <p>Where is Moreton? – Moreton on the Wirral and Moreton Island.</p> <p>Are Moreton Island and Moreton similar? – Compare human and physical features.</p>	<p>Physical features</p> <ul style="list-style-type: none"> - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, weather, <p>Human features</p> <ul style="list-style-type: none"> - City, town, village, farm, house, harbour, shop, port
Art / DT	<p>Painting – To begin to control the marks made with a range of painting techniques and equipment</p> <p>To explore lightening and darkening paint</p> <p>To begin to mix colour shades and tones – colour wheel and colour spectrum</p> <p>Develop ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for own design & Make simple drawings and label parts</p>	<p>Aboriginal art</p> <p>Aboriginal masks</p>	<p>Painting: secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, pointillism, colour wash, background</p> <p>Collage and Textiles: fabric, colour, pattern, shape, texture,</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>Shape, form, construct and model from observation and imagination</p> <p>Plan and develop simple ideas, making simple, informed choices in media</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate</p>		<p>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>Sculpture: sculpture, structure, assemble, construct, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, curve, form, clay, impress, texture</p>
<p>Computing</p>	<p>Computer science /coding</p> <p>CS2.4 Be able to give control devices instructions that contain numerical data. (E.g. move 2 steps etc.).</p> <p>CS2.5 Be able to predict a sequence of instructions, record it by sequencing cards or using an agreed set of symbols, and test the sequence, amending if necessary.</p> <p>CS2.6 Be able to program a (virtual) bot to using repeats and simple conditional commands.</p>	<p>Code Studio - Online portal to allow the teaching of Computer Programming</p> <p>Use basic laptop skills.</p> <p>Understand the functions of the keyboard, caps lock and backspace.</p>	

	<p>Laptop skills.</p> <p>IT2.1 Add and edit text, considering style, colour and layout of font</p> <p>IT2.2 Make use of basic editing skills e.g. Shift key and caps lock for uppercase, question marks and spaces after punctuation</p>	<p>Use the laptop to access the internet.</p> <p>Be able to navigate Google Drive.</p>	
Music	<p>Charanga Summer 1 and 2</p> <p>To Music that makes you dance and Exploring improvisation.</p>	<p>Listening, Singing, Playing Composing and Performing</p> <p>Musical elements; Pulse, rhythm, and pitch - just over half of the teaching. Dynamics - an eighth; equal weighting, though less, for timbre, structure and texture. Notation is introduced.</p>	<p>Tempo, pulse, rhythm, pitch, dynamics, timbre, texture, structure</p>
Science	<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 Observe changes over time and notice patterns and relationships Begin to measure using mm, cm, m, ml, l, *C</p> <p>Investigating Set up some simple, practical enquiries, comparative and fair test Begin to recognise when a fair test is necessary and help to decide how to set it up</p>	<p>Plants Knowledge mat – vocab PowerPoint – what are the parts of a plant? What does a plant need to grow healthy? (eBook) Investigate – how can we carry out an experiment to see whether a plant needs soil, water, sunlight and the right temperature in order to grow in a healthy way? Plan – discuss need for fair test Prediction, method, results (taken weekly), conclusion. Investigate seeds/bulbs – what do different seeds/bulbs look like? What are they like inside? Dissect kidney bean. Draw and label.</p>	<p>Flowers, roots, leaves, fruit, stem, germinate, seeds, bulbs, water, temperature, soil, sunlight, fair test, conditions,</p>

	<p>Begin to think of more than one variable/factor</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>Research Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations</p> <p>Conclusions Begin to use results to draw simple conclusions and suggest improvements and raise further questions</p>	<p>What is germination? PowerPoint. What does a plant need to germinate? Discuss why sunlight is not needed. Look at three different planted seeds (picture). Which one/s will germinate? Which won't? Discuss and provide reasons for opinions.</p>	
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	What will I know?		How will I learn it?
<p>Maths sequences</p>	<p><u>Arithmetic</u></p>	<p>Money – 2B chapter 10 Time – 2B chapter 14 Graphs – 2A chapter 8 Volume – 2B chapter 15 Mass – 2A chapter 6 Word problems – 2B chapter 9</p>	<p>Follow MNP Introduce money link to addition and subtraction, introduce time and look at analogue clocks ensure they know o'clock, half past, quarter past and quarter to. Introduce volume and mass. Look at measurements. Introduce RUCSAC for word problems.</p>

	<u>Mental / Fluency</u>	Times tables practise Number bonds 10 Weekly times tables tests	TT Rock stars Super Movers Daily 10
English sequenc es	<u>GPAS</u>	To identify different features of a sentence. To use correct punctuation To use their phonics knowledge to help spell.	Spelling, punctuation and grammar. Little Wandle Phonics and spelling programme.
	<u>Reading/Phonics</u>	Year 2 Little Wandle Phonics and spelling Comprehension – retrieval, inference	60 second reads Little Wandle catch up session for children who are not at ARE.
	<u>Writing</u>	Ella and the Ocean To create a word bank To make a prediction To describe a setting To write a diary entry To write a recount	Pictures of various Australian items. Children to write noun phrases to describe. Picture of story – what do children think it will be about? Draw a setting from the story. Write sentences to describe, including adjectives. Look at examples of diaries. Write own entry from point of view of Lila Look at features of a recount. Write notes of steps taken in the story, using numbered points. Turn each numbered point into a more detailed paragraph, using adjectives, adverbs, time connectives, conjunctions To write a comparison of where Ella lives in the outback to her visit to the sea.