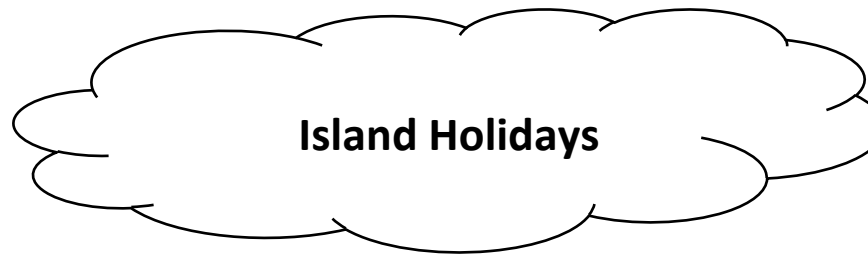


Enrichments

Katie Morag experience day
Beach Trip
Visitors from UK countries



Key texts

Grandad's Island, The Lighthouse Keeper's Lunch, Katie Morag delivers the mail, Katie Morag and the two grandmothers

Word of the week

peninsula	country	useless	suitable	launch	urgent	plunge
danger	elegant	stiff	error	strive	transition	courage

	What will I know?	How will I learn it?	Vocabulary
History	<p>How do people stay safe at sea?</p> <p>Sequence some events in order</p> <p>Find answers to simple questions about the past from sources in information</p> <p>Show knowledge and understanding about the past in different ways</p>	<p>Through enquiry questions:</p> <p>How do we travel through water?</p> <p>What is a hovercraft?</p> <p>Do we have hovercrafts on the Wirral?</p> <p>Why did New Brighton have a hovercraft?</p> <p>How do people stay safe at sea?</p>	<p>Year, event, decade, predict, famous, recent, sequence, remember, same, different, when, where, NewBrighton, peninsula, Wirral, hivercraft, travel, sea, water, safety</p>
Geography	<p>Name, describe and compare familiar places</p> <p>Understand how places are linked</p> <p>Understand seasonal changes</p> <p>Ask simple geographical questions e.g what is it like to live in this place</p> <p>Use simple maps of the local area</p> <p>Make simple maps and plans</p> <p>Name and locate the four countries of the United Kingdom</p> <p>Suggest ideas for improving the school environment</p>	<p>Through enquiry questions:</p> <p>How can I get to New Brighton?</p> <p>Where is Coll? What is it like to live in Struay?</p> <p>What is the difference between an island and a peninsula?</p> <p>What countries make the United Kingdom?</p> <p>How can I make school a better place?</p>	<p>New Brighton, local, compare, contrast, similarity, difference, travel, transport, links, place, country, England, Ireland, Northern Ireland, Scotland, Wales, United Kingdom, river, sea, River Mersey, Irish Sea, peninsula, island, map, location, capital city, city, town</p>

<p>Art / DT</p>	<p>DT- Mechanisms: How to make a slider, storytelling through moving pictures</p> <p>DT- Structures: How to make a working pulley</p> <p>Digital media: How to combine digital media</p>	<p>Create an island setting with a sliding character</p> <p>Design, create, make and evaluate a lighthouse with a working pulley linking to Ancient Egypt and the earliest pulleys</p> <p>Create a holiday leaflet and poster using photography and other media</p>	<p>Artist, artwork, materials, create, technique, improve, natural, print, repeated pattern, relief printing, drawing, pattern, line, form, colour, texture, shape, space, pencil, pens, crayons, chalk, pastels, mark making, control, tone, stippling, cross-hatching, blending, tone, tools, hands, brushes, rollers, stamps, area, shades, primary colours, secondary colours, mixing, tints, malleable, clay, modelling, urpose, carve, observation, sculpture, impressions, decoration, cutting hygiene, cookng, measuring, nutrients, safety, urpose, sensory, evaluation, taste, texture, recipe, desing, make evaluate, base, corner, rigid, structure, stability, strong, top, tower, weak, photograph, portrait, zoom, paint software, focus, details, curve, mechanism, slider, lever, guide, slot, example.</p>
<p>Computing</p>	<p>Use a mouse/trackpad/touchscreen to move and place items accurately on a screen.</p> <p>Produce text on screen and make changes to make it clear.</p> <p>Use a range of tools purposefully to create and alter the appearance of an image</p> <p>Use a digital camera or recording device (iPad camera), with support.</p>	<p>Create a travel poster/brochure using a simple program</p>	<p>Access, search engine, image, animation</p>
<p>Music</p>	<p>Improvisation</p> <p>Exploring sound and creating a story</p>	<p>Your imagination unit of learning</p> <p>Reflect, rewind and replay unit of learning</p> <p>Explore improvisation within major and minor scales</p>	<p>Improvise, replay, major, minor, scale, notes, rhythm pattern, pitch pattern, composition</p>
<p>Science</p>	<p>Materials: Distinguish between an object and the material from which it is made</p> <p>Materials: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p>	<p>What material is best for a raincover?</p> <p>How can I test that a material is waterproof?</p> <p>Create a waterproof raincover for a picnic basket</p>	<p>Material, property, wood, glass, metal, plastic, waterproof, transparent, opaque, soft, hard, rough, smooth, malleable, stiff, water, rock</p>

	<p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p>Working scientifically: Ask simple questions and recognise they can be answered in different ways</p> <p>Working scientifically: Perform simple tests</p> <p>Working scientifically: Identifying and classifying</p> <p>Working scientifically: Use their observations to suggest answers to questions</p>		
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	<p>Volume and Capacity- comparing volume and capacity, finding volume and capacity, describing volume using half and quarter</p> <p>Multiplication-making equal groups, adding equal groups, making equal rows, making doubles, solving word problems</p> <p>Division- grouping equally, sharing equally</p> <p>Time- telling time to the hour, telling time to the half hour</p> <p>Space- describing positions, describing movements, making turns</p>	<p>Maths No Problem- chapter 18</p> <p>Maths No Problem chapter 12</p> <p>Maths no problem chapter 13</p> <p>Maths no problem chapter 16</p> <p>Maths no problem chapter 20</p> <p>Linked Provision activities to consolidate skills</p>
	<u>Mental / Fluency</u>	<p>Explore the composition of numbers 11-19</p> <p>Connect the composition of numbers 11-19 to their position in the linear number system</p> <p>Compare numbers within 20</p> <p>Retrieval of number facts</p>	<p>Understand the composition as 10 and a bit</p> <p>Use mid points 5, 10 and 15</p> <p>NCETM sessions four times per week</p> <p>Linked provision activities to consolidate skills</p>
English sequences	<u>GPAS</u>	<p>Use capital letters for people, places and the personal pronoun I</p> <p>Name the letters of the alphabet to distinguish between alternative spellings</p>	<p>Create a fact file for the United Kingdom</p> <p>Experiment with alternative sounds for spelling, create a class dictionary</p>
	<u>Reading/Phonics</u>	<p>Read with fluency</p> <p>Make predictions and inference based on what is said and done</p> <p>Use sound buttons to read new/pseudo words</p>	<p>Guided reading sessions</p> <p>Shared class reading</p> <p>Daily story time</p>

	<u>Writing</u>	<p>Write sentences to form short narratives</p> <p>Read aloud his writing clearly enough to be heard</p> <p>Re-read sentences to check that they make sense</p> <p>Compose and write sentences independently to convey ideas</p>	<p>Write a holiday diary</p> <p>Create a travel leaflet</p> <p>Write a letter to their new teacher</p> <p>Write a story set on an island</p> <p>Character descriptions</p>
	Vocab/Spelling	Spell days of the week	<p>Write a holiday diary</p> <p>Write date and learning intention daily</p>