

Enrichments

Trip to the Catalyst Museum

Celebrate the UK by having biscuits from each country.

WONDERFUL WIRRAL

Key texts

Dogger

Flat Stanley

Word of the week

	Word of the week							
<u>Autumn 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>	
	disorganised	gabble	cautious	fragrant	mingle	flustered	sweat	
<u>Autumn 2</u>	general	importance	decent	quake	hushed	deliberate	collapse	

What will I know?

How will I learn it?

Vocabulary

History

Our local area through the ages

To recount changes in our lives over time

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 use a range of media to interpret history and to find information about the past

To ask and answer questions about what happened in the past, e.g what was it like for...? How long ago was...?

Estimate the ages of people by studying and describing their features

To describe objects, people and events

How are our lives different from our grandparents?

How has Moreton changed? Using a side by side map – Moreton 1960's and now

Is Moreton high street the same? Comparing shops

How do we pay for our shopping? Cost of items, different money, electronic payments

How has Christ Church School changed?

Images of school past and present –Order images from oldest to newest and add facts about the school

What was school like for our grandparents?

What would children like to find out about the items in the suitcase? (follow powerpoint)

Stick in suitcase and do observe and wonder task.

Moreton

Wirral

Village / Town / City

past

present

year

decade

century

earlier / later

local area

When? What?

Where? When?

Memories

sequence

Chronological order

timeline

research

Compare / Contrast

Similar / Different

artefact

research

investigate

enquiry

observe

wonder

	<p>To write simple stories and recounts about the past, e.g. diary entries, letter, fact file</p> <p>Draw and label diagrams and write about them to tell others about people, events and objects from the past</p>	<p>Answer their own 'wonder' questions after carrying out own research</p>	<p>Explain, source evidence</p>	
Geography	<p>To use world maps, atlases and globes to locate the four countries and capital cities of the UK and also to locate Wirral</p> <p>To name, locate and identify the characteristics of the seas surrounding the UK</p> <p>Use simple compass direction and locational and directional language to describe the location of features and routes on a map</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features</p> <p>To devise a simple map and construct a basic key</p> <p>To use fieldwork and observational skills to study the geography of our school and its environment</p>	<p>Prior learning – vocab check</p> <p>What is a map and what is it used for?</p> <p>Me on a map – photo of bedroom and 2D map using object outlines (use of a key)</p> <p>https://www.youtube.com/watch?v=vhjTBOGIENw</p> <p>What does our school look like on an ariel view map?</p> <p>Show school on google maps. What can we see if we zoom in from world/earth/England/ Wirral/school</p> <p>Label a map of school – what does it look like?</p> <p>What does our local area look like on a map?</p> <p>Create class mind map of Moreton</p> <p>Use google maps (2D) to show Moreton – what can we see? Why do we need shops, restaurants etc in our community?</p> <p>Compare to google Earth – 3D</p> <p>Complete questions relating to the map of Moreton</p>	<p>Physical features - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, weather,</p> <p>Human features - City, town, village, farm, house, harbour, shop, port</p>	

		<p>Which areas form the Wirral? Map of Wirral – trace and label Moreton, New Brighton, Birkenhead, Bromborough, Liverpool, North Wales, River Dee and River Mersey Sentences to detail features of Wirral, using geographical vocab.</p> <p>Where is Wirral located? What other countries form UK? What seas surround the UK? Use atlases to label each country of UK.</p>	
<p>Art / DT</p>	<p>Drawing - To use a range of media to control mark making on a variety of different surfaces - to show in sketchbook</p> <p>Investigate tone and textures by drawing lines, patterns, shapes</p> <p>Explore the work of an illustrator (Shirley Hughes)</p> <p>Textiles – Begin to identify different textiles</p> <p>Gain confidence in stitching two pieces of fabric</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><u>Sketching / shading</u></p> <p>Look at sketching – from light to dark</p> <p>Different types of shading</p> <p>Draw and shade Dogger</p> <p>Draw and shade own toy</p> <p>Pencil</p> <p><u>Puppets</u></p> <p>Look at variety of puppets – what do we like? Not like? What has been done well?</p> <p>Practise stitching skills</p> <p>Design own puppet – what will it look like? How will it be ‘stuck’ together? What equipment will be needed?</p> <p>Method – how will you make it?</p> <p>Make own puppet using plan.</p>	<p><u>Drawing:</u> 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><u>Collage and Textiles:</u> 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>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>Cut, shape and join fabric to make a simple garment using basic sewing techniques and use appropriate finishing techniques</p>	Evaluate.	
Computing	<p>E-Safety</p> <p>Programming</p> <p>Curriculum enhancing experiences</p>	<p>https://www.common sense.org/education/scope-and-sequence</p> <p>Website with lots of e-safety lessons - select K-2 as year band.</p> <p>Google Earth - online 3d visualisation of maps - either app or web-based</p> <p>http://www.mathsisfun.com/data/bar-graph.html</p>	<p>E-safety, Website, Control device, Coding</p> <p>Programming, Data, Sequence, Repeat</p> <p>Conditional, Variable, Computer game</p> <p>Navigation, Sorting, Effects</p> <p>Filters, Still image, Video footage, Editing</p>
Music	<p>Charanga Autumn 1 & 2:</p> <p>To begin to answer questions in relation to musical elements and start to explore simple patterns and focus on Dynamics & Tempo.</p>	<p>Listening and singing a range of different music and discussing as a whole class what the different musical elements are. Once we have discussed this and understand the different musical elements we can start to focus on specific patterns that we can find in the different songs.</p>	<p>Tempo, pulse, rhythm, pitch, dynamics, timbre, texture, structure</p>
Science	<p>Working scientifically –</p> <p>Ask questions about the world around us</p>	<p>Materials</p> <p>Knowledge mat</p>	<p>wood, plastic, rock, paper, cardboard, suitability, transparent, opaque,</p>

	<p>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</p> <p>Observe closely using simple equipment with increasing independence</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Observe changes over time and notice patterns and relationships</p> <p>Begin to measure using mm, cm, m, ml, l, *C</p> <p>Investigating</p> <p>Set up some simple, practical enquiries, comparative and fair test</p> <p>Begin to recognise when a fair test is necessary and help to decide how to set it up</p> <p>Begin to think of more than one variable/factor</p> <p>Recording and reporting findings</p> <p>Gather, record and begin to present data in a variety of ways, e.g drawings, label diagrams, keys, bar charts, tables</p> <p>Form conclusions, and explain them, based on our findings</p> <p>Identifying, grouping and classifying</p> <p>Begin to identify and talk about differences, similarities or changes related to simple scientific ideas and processes</p> <p>Research</p> <p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations</p> <p>Conclusions</p>	<p>Explore given materials – touch, smell, sound, sight</p> <p>Draw each object and state material used and use Property vocab – make pile of known properties and a pile of properties not known. Discuss.</p> <p>Suitability powerpoint – why is each material suitable for a specific object? Is there any other option? Why is one material more suitable than another?</p> <p>Investigation – e.g. which material would be best for keeping teddy dry in the rain?</p> <p>Plan, prediction, method, results, conclusion.</p>	<p>hard, soft, brittle, flexible, waterproof, bendy, stretchy, shiny, dull, rough, stiff, smooth, absorbent</p>
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	Begin to use results to draw simple conclusions and suggest improvements and raise further questions.		
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	Place Value - 2A chapter 1 Addition and Subtraction - 2A chapter 2 Multiplication of 2, 5, 10 - 2A chapter 3	Follow Maths No Problem Use of manipulatives, part whole model, rods and dots, number line and introduce the column method.
	<u>Mental / Fluency</u>	Times tables practise Number bonds 10	TT Rock stars Super Movers Daily 10 NCETM Mastery of Maths
English sequences	<u>Guided Reading</u>	How to apply prosody and understanding of new vocabulary. How to answer questions based on the books read,	Little Wandle 2 x weekly Extra activities: CEW spelling, writing for pleasure, reading for pleasure
	<u>Phonics</u>	To read up to phase 5 phonics and the year 1 tricky words	Little Wandle daily phonics lesson Intervention keep up group sessions

	<p><u>Writing</u></p>	<p>To write a description</p> <p>Dogger</p> <p>To make a prediction</p> <p>To sequence and retell a story</p> <p>To describe a setting</p> <p>To prepare a description</p> <p>To write a description</p> <p>To write different styles of poems</p> <p>To write a new chapter for the Flat Stanley book.</p>	<p>Look at front cover of story – what do you think it is about?</p> <p>Read the story and sequence the pictures to retell.</p> <p>Look at the school fair image. Improve sentences, write own description</p> <p>Acrostic for Harvest</p> <p>Onomatopoeia board for fireworks</p> <p>Senses poem about fireworks</p> <p>Character description – turning labels into sentences.</p> <p>Adding adjectives, 2a sentences, expanded noun phrases</p> <p>To write a recipe to make a friend</p> <p>Create a setting</p> <p>Plan a story</p> <p>Write a story</p>
	<p>Vocab/Spelling</p>	<p>In line with phonics teaching</p>	

