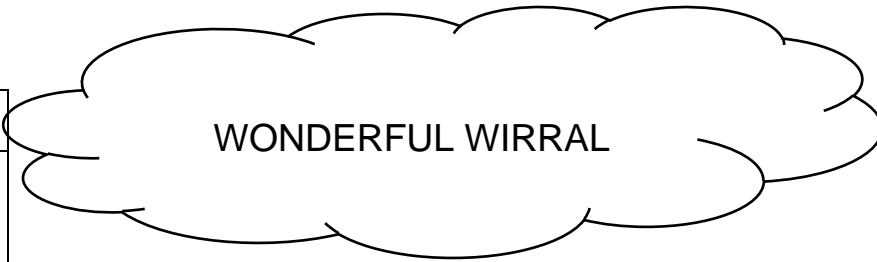


Enrichments
1970'S 1980'S DAY



Key texts
Dogger Flat Stanley

Word of the week							
Autumn 1	Week 1 People	Week 2 improve	Week 3 thought	Week 4 pretty	Week 5 friend	Week 6 flustered	Week 7 sweat
Autumn 2	stiff	shriek	bitter	humming	agree	snatch	collapse

	What will I know?	How will I learn it?	Vocabulary	
History	<p style="text-align: center;">Our local area through the ages</p> <p>To recount changes in our lives over time</p> <p>To put at least 3 people or events in order using a given scale</p> <p>To use past and present when telling others about an event and describe differences between then and now</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>Estimate the ages of people by studying and describing their features</p> <p>To describe objects, people and events</p>	<p>How are our lives different from our grandparents?</p> <p>How has Moreton changed? Using a side by side map – Moreton 1960's and now</p> <p>Is Moreton high street the same? Comparing shops</p> <p>How do we pay for our shopping? Cost of items, different money, electronic payments</p> <p>How has Christ Church School changed?</p> <p>Images of school past and present –Order images from oldest to newest and add facts about the school</p> <p>What was school like for our grandparents?</p> <p>What would children like to find out about the items in the suitcase? (follow powerpoint)</p> <p>Stick in suitcase and do observe and wonder task.</p>	<p>Moreton</p> <p>Wirral</p> <p>Village / Town / City</p> <p>past</p> <p>present</p> <p>year</p> <p>decade</p> <p>century</p> <p>earlier / later</p> <p>local area</p> <p>When? What?</p> <p>Where? When?</p> <p>Memories</p>	<p>sequence</p> <p>Chronological order</p> <p>timeline</p> <p>research</p> <p>Compare / Contrast</p> <p>Similar / Different</p> <p>artefact</p> <p>research</p> <p>investigate</p> <p>enquiry</p> <p>observe</p> <p>wonder</p>

	<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>Which areas form the Wirral?</p> <p>Map of Wirral – trace and label Moreton, New Brighton, Birkenhead, Bromborough, Liverpool, North Wales, River Dee and River Mersey</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>Sentences to detail features of Wirral, using geographical vocab.</p> <p>Where is Wirral located? What other countries form UK?</p> <p>What seas surround the UK?</p> <p>Use atlases to label each country of UK.</p>	
Art / DT	<p>Drawing - To use a range of media to control mark making on a variety of different surfaces - to show in sketchbook Investigate tone and textures by drawing lines, patterns, shapes Explore the work of an illustrator (Shirley Hughes)</p> <p>Textiles – Begin to identify different textiles Gain confidence in stitching two pieces of fabric Develop ideas through discussion, observation, drawing and modelling Identify a purpose for own design Make simple drawings and label parts Evaluate own and others work against our design criteria, identifying strengths and possible changes Begin to select tools and materials, measure, cut and score with accuracy, use hand tools safely Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment using basic sewing techniques and use appropriate finishing techniques</p>	<p>Sketching / shading Look at sketching – from light to dark Different types of shading Draw and shade Dogger Pencil</p> <p>Puppets Look at variety of puppets – what do we like? Not like? What has been done well? Practise stitching skills Design own puppet – what will it look like? How will it be ‘stuck’ together? What equipment will be needed? Method – how will you make it? Make own puppet using plan. Evaluate.</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>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>
Computing	<p>E-Safety</p> <p>DL2.11 To be able to follow and understand school rules for staying safe online.</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>E-safety, Website, Control device, Coding Programming, Data, Sequence, Repeat Conditional, Variable, Computer game Navigation, Sorting, Effects</p>

	<p>DL2.12 To be able to say what information is personal and should not be shared online.</p> <p>DL2.11 To be able to follow and understand school rules for staying safe online.</p> <p>DL2.12 To be able to say what information is personal and should not be shared online</p> <p>Programming</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>Information Technology</p> <p>DL2.1 Be able to use different types of graphs to represent data collected.</p> <p>DL2.2 Be able to enter data into graphing software and choose the type of graph that is most appropriate to present data.</p>	<p>Google Earth - online 3d visualisation of maps - either app or web-based http://www.mathsisfun.com/data/bar-graph.html</p> <p>Create a bar chart linked to Wonderful Wirral.</p>	<p>Filters, Still image, Video footage, Editing</p>
<p>Music</p>	<p>Focus: 1) pattern 2)dynamics & timbre Core pieces: 1)_ Bolero by Ravel 2) Rutter: For the Beauty of the Earth Key styles: 1) Soul, Jazz, Disco, Romantic period 2)Jazz, modern, 20th century Instruments: 1) Recorders, glocks, percussion 2)Families of the Orchestra</p>	<p>Sing: in unison & in parts: short solos. Listening: Respond to changes in pitch with actions. Recognise changes in tempo. Improvise, compose and perform using the key sets of C, F and G major. Create music in response to a non-musical stimulus</p>	<p>See knowledge mat: dynamics, tempo, stick, dot & graphic notation, intervals, faster, slower, crotchet, quaver, rest</p>

		Explore ways to represent high/low, long/short sounds with graphic symbols, dot and stick notation	
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) 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 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 Begin to think of more than one variable/factor 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 Identifying, grouping and classifying Begin to identify and talk about differences, similarities or changes related to simple scientific ideas and processes Research</p>	<p>Materials Knowledge mat Explore given materials – touch, smell, sound, sight Draw each object and state material used and use Property vocab – make pile of known properties and a pile of properties not known. Discuss. Suitability powerpoint – why is each material suitable for a specific object? Is there any other option? Why is one material more suitable than another? Investigation – e.g. which material would be best for keeping teddy dry in the rain? Plan, prediction, method, results, conclusion.</p>	<p>wood, plastic, rock, paper, cardboard, suitability, transparent, opaque, hard, soft, brittle, flexible, waterproof, bendy, stretchy, shiny, dull, rough, stiff, smooth, absorbent</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>Begin to use results to draw simple conclusions and suggest improvements and raise further questions.</p>		
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	What will I know?		How will I learn it?
<p>Maths sequences</p>	<p><u>Arithmetic</u></p>	<p>Place Value - 2A chapter 1 Addition and Subtraction - 2A chapter 2 Multiplication of 2, 5, 10 - 2A chapter 3</p>	<p>Follow Maths No Problem Use of manipulatives, part whole model, rods and dots, number line and introduce the column method.</p>
	<p><u>Mental / Fluency</u></p>	<p>Times tables practise Number bonds 10</p>	<p>TT Rock stars Super Movers Daily 10</p>
<p>English sequences</p>	<p><u>Guided Reading</u></p>	<p>How to apply prosody and understanding of new vocabulary. How to answer questions based on the books read,</p>	<p>Little Wandle 3 x weekly Accelerated Reader Extra activities:, writing for pleasure, SPAG activity, Vipers activity</p>
	<p><u>Phonics</u></p>	<p>Little Wandle Year 2 phonics and Spelling</p>	<p>Little Wandle daily phonics lesson Intervention keep up group sessions</p>

	<p><u>Writing</u></p>	<p>To write a description Dogger To make a prediction To sequence and retell a story To describe a setting To prepare a description 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? Read the story and sequence the pictures to retell. Look at the school fair image. Improve sentences, write own description</p> <p>Acrostic for Harvest Onomatopoeia board for fireworks Senses poem about fireworks</p> <p>Character description – turning labels into sentences. Adding adjectives, 2a sentences, expanded noun phrases To write a recipe to make a friend Create a setting Plan a story Write a story</p>
	<p>Vocab/Spelling</p>	<p>In line with phonics teaching</p>	

