

Topic Name: Wild Things
Class and Year Groups: Yellow Class Year 2/3

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • Create artwork to represent a scene from into the forest • Artwork based on Van Gough's starry night • Learn about different materials and their properties Floating and sinking-design a boat and investigate why things float and sink • Create their own map, adding compass directions and a key 	<p>KEY FOCUS AREAS:</p> <p>Map work-keys and directional vocabulary</p> <p>Materials and their properties Using different materials</p> <p>Testing materials-making predictions and carrying out investigations</p> <p>Using different brush techniques</p>	SYNOPSIS:	
		Week 1	Continents and oceans
		Week 2	Creating a map and looking at the features
		Week 3	Key and directions
		Week 4	Rainforests
		Week 5	Floating and sinking
		Week 6	Creating a fair test and testing materials
		Week 7	Science investigation-best material for a boat
TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE		<p>KEY QUESTIONS (linking to topic factsheet):</p> <ol style="list-style-type: none"> 1. What features does a map have? 2. What is the equator? 3. How many continents and oceans are there? Can you name them? 4. How many layers does a rainforest have? Can you name them? 5. How do we create a fair test? 	
<p>Topic</p> <ul style="list-style-type: none"> • Children will use a range of geographical skills to help them find about rainforests and where they are in the world • Pupils will select and use appropriate ways of presenting information to help them investigate places and environments. • Identify seasonal and daily weather patterns in the United Kingdom-making a rain gauge, weather station 			
<p>Science <u>Year 2</u></p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 			
		Opportunities for Extension	
		<p>Can show understanding through their answers to questions and will deepen this knowledge by asking their own questions.</p>	

<p>ENGLISH: Where the wild things are Into the forest Non-Fiction books about wild animals and rainforests Skills</p>	<p>MATHS</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • identify, represent and estimate numbers using different representations 	<p>SMSC/PSHE/BRITISH VALUES: Spiritual-Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in. Moral- Children will be taught to think of others, listen</p>
---	---	--

<p>Instructional writing-instructions on how to catch a wild thing Narrative-writing their own story Character description</p> <p>READING KEY TEXT(S): The smed and the smooos The ugly five</p>	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs using concrete objects and pictorial representations, including those involving numbers, quantities and measures add and subtract numbers using concrete objects, pictorial representations and mentally and be able to solve problems recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>well to others points of view and try to imagine others' points of view, especially those who live in difficult circumstances.</p> <p>Social-Children will work together collaboratively when designing, making and performing. -Children will communicate findings to others and showcase their learning our celebration event.</p> <p>Cultural- Pupils will consider how communities adapt to hot or cold environments. -Children will investigate differences in housing, food, and clothing and say how these are influenced by where they live.</p>
<p>ART/DT Skills</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>COMPUTING:</p> <ul style="list-style-type: none"> I can use the internet safely and responsibly I can use the internet to source information and pick out the relevant information <p>I can present my work using my computer skills</p>	<p>PHYSICAL EDUCATION and MUSIC</p> <ul style="list-style-type: none"> Children will play a range of different rhythms on a drum and use it to accompany music and singing. Children will learn simple traditional dance moves Children will dribble and pass the ball with accuracy <p>ENRICHMENT and VERTICAL DRIVERS: <u>Enrichment</u> <u>Vertical Drivers</u> Celebration of diversity, Courageous advocacy, Our place in the world</p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

<p>Geography Targets – As a Geographer</p> <p>Year 2</p> <ul style="list-style-type: none"> I can ask simple geographical questions: where is it? What is it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information I can make appropriate observations about why things happen I can make simple comparisons between features of 	<p>Geography Targets – As a Geographer</p> <p>Year 3</p> <ul style="list-style-type: none"> I can begin to ask/initiate geographical questions I can use NF books, stories, maps, pictures/photos and internet as sources of information I can investigate places and themes at more than one scale I can begin to collect and record evidence I can analyse evidence and begin to draw conclusions 	<p>Art and Design Targets: As an Artist</p> <p>Year 2</p> <ul style="list-style-type: none"> I can record and explore ideas from first hand observation, experience and imagination. I can ask and answer questions about the starting points for my work and the processes I have used. I can develop my ideas. I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
---	---	--

<p>different places</p> <ul style="list-style-type: none"> • I can spatially match places (e.g recognise UK on a small scale and large scale map) • I can follow directions (N, E, S, W) • I can find land/sea on a globe • I can use basic geographical vocabulary to refer to key human and physical features 	<p>(e.g make comparisons between two locations using photos/pictures, temperatures in different locations</p> <ul style="list-style-type: none"> • I can locate places on a large scale map (e.g find UK or India on a globe) • I can match boundary of a country on different scale maps • I can begin to identify significant places and environments • I can use 4 compass points well • I can begin to use all 8 compass points • I can use junior atlases • I can use map sites on the internet • I can describe and understand key aspects of physical geography including rivers 	<ul style="list-style-type: none"> • I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • I can experiment with the visual elements; line, shape, pattern and colour. • I can mix a range of secondary colours, shades and tones. • I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. •
<p>Design Technology Targets: As a Designer Year 2</p> <ul style="list-style-type: none"> • I can Generate ideas by drawing on my own and other people's experiences • I can develop my design ideas through discussion, observation , drawing and modelling • I can identify a purpose for what I intend to design and make • I can identify simple design criteria • I can make simple drawings and label parts • I can begin to select tools and materials; use vocab' to name and describe them • I can use hand tools safely and appropriately • I can evaluate against the design criteria • I can evaluate my products as they are developed, identifying strengths and possible changes they might make • I can talk about my ideas, saying what I like and dislike about them 	<p>Design Technology Targets: As a Designer Year 3</p> <ul style="list-style-type: none"> • I can generate ideas for an item, considering its purpose and the user/s • I can identify a purpose and establish criteria for a successful product. • I can plan the order of my work before starting • I can explore, develop and communicate design proposals by modelling ideas • I can make drawings with labels when designing • I can select tools and techniques for making my product • I can use hand tools safely and appropriately • I can choose and use appropriate finishing techniques • I can evaluate against the design criteria • I can evaluate my products as they are developed, identifying strengths and possible changes I might make • I can talk about their ideas, saying what I like and dislike about them 	<p>Year 3</p> <ul style="list-style-type: none"> • I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • I can question and make thoughtful observations about starting points and select ideas to use in my work. • I can explore • relationships between line and tone, pattern and shape, line and texture. • I can make and match colours with increasing accuracy. • I can use more specific colour language e.g. tint, tone, shade, hue. • I can choose paints and implements appropriately. • I can plan and create different effects and textures with paint according to what I need for the task. • I can show increasing independence and creativity with the painting process.