

CHANGES Yellow Class Summer 1 2021 ~ Geography and Science Focus

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Name and locate continents and oceans of the world. Describe the climates of the UK and compare to cold and hot parts of the world. To learn what climate change is and why it happens Discuss the impact that climate change has on our world To learn about Greta Thunberg and what she has done to help climate change. Use techniques of LS Lowry. 	<p>KEY FOCUS AREAS</p> <p>Art~ charcoal and drawings of cityscapes in the style of LS Lowry</p> <p>Geography~ Investigate climate and weather. Find and name continents and oceans.</p> <p>Science- To observe plants and describe what they need to grow. To identify different parts of a plant and explore the life cycle of plants</p> <p>History-To explore the life's of significant individuals and learn about the impact they have had on the world- Greta Thunberg</p>	<p>SYNOPSIS: Week 1 - Week 6</p>			
		Week 1	Topic Page		
		Week 2	Hot and cold areas of the world		
		Week 3	Weather patterns in the UK		
		Week 4	What is climate change? Polar ice-what is happening to it?		
		Week 5	Greta Thunberg-who is she?		
		Week 6	Create leaflet about Greta Thunberg and climate change. How can we help?		
<p>SCIENCE:</p> <p>KS1 skills~ asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests, identifying and classifying Use their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p> <p>Y2~</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>KS2 skills~ asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations, gathering, recording, classifying and presenting data in a variety of ways, recording and reporting on findings, drawing simple conclusions and using scientific evidence to answer questions.</p> <p>Y3~</p>		<p>KEY QUESTIONS: What is climate change? Why does climate change happen? Who is Greta Thunberg? What do plants need to survive?</p>	<p>KEY VOCABULARY: climate forest city factory protest environment plants germination temperature seed dispersal</p>		
				<p style="text-align: center;">Opportunities for Extension</p>	
				<p>Compare hot and cold areas of the world and discuss what impact climate change has had on different areas and why.</p> <p>If you could protest about something what would it be and why? Use of persuasive techniques.</p>	
				<p style="text-align: center;">Vertical Drivers and Opportunities for Enrichment</p>	

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- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Driver: CLIMATE CHANGE

Enrichment- One day workshop on climate change

ENGLISH:

Purpose for writing: To persuade **Key texts:** *Greta and the Giants*.

Non Fiction texts~ *Greta Thunberg* **Key author-** *Roald Dahl*

MATHS:

Y2 Geometry: Shape **Number:** Fractions

Filling the gaps from NTS assessments

Y3 Geometry: Shape **Number:** Fractions

Filling the gaps from NTS assessments

GEOGRAPHY: Locate Australia on world map. Research climate, major cities & landscape of Australia. Compare Townsville to Manchester (climate, lifestyle, landscape) Find out about and label different climate zones on world map (tropical, temperate etc.)

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- name and locate the world's seven continents and five oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

ICT/COMPUTING:

Whatever the Weather (IT)

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

ART: charcoal pictures of cityscapes in the style of LS Lowry

- to use a range of materials creatively to design and make products
- to use drawing, painting develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use shapes to create different effects

HISTORY: Aboriginal history, link to Aboriginal artist. PSHE discussion Captain Cook - key events of life, sequence timeline. Penal colony - link to Victorians. Prepare and carry out debate pros and cons

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements.

MUSIC: Charanga~ Zootime

- Use their voices expressively and creatively by singing songs
 - Play tuned and untuned instruments musically
 - Listen with concentration and understanding to a range of high-quality recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PSHE and RSE: ~ **Rights & Responsibilities**

- **Y2~** Cooperation and self-regulation

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- **Yr3~** Skills we need to develop as we grow up and helping and being helped

BRITISH VALUES:

Acceptance~Understanding and celebrating our similarities and differences.

Tolerance~ Tolerance of others behaviour

Mutual Respect~Listening to others about their own opinions about the world and climate change

ASSESSMENT DESCRIPTORS

Science Targets - A Year 2 Scientist	Science Targets - A Year 3 Scientist
<ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • observe and know the way in which water is transported within plants • know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
History Targets - A Year 2 Historian	History Targets - A Year 3 Historian
<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play, Writing.. Using ICT... 	<ul style="list-style-type: none"> • Place the time studied on a time line • Find out about every day lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Art Targets - A Year 2 Artist	Art Targets - A Year 3 Artist
<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Design patterns of increasing complexity and repetition. • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Investigate different kinds of art, craft and design. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Mix and match a variety of colours to artefacts and objects • Work confidently on a range of scales e.g. thin brush on small picture etc
Geography Targets - A Year 2 Geographer	Geography Targets - A Year 3 Geographer
<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. 	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information.

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- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Music Targets - A Year 2/3 Musician

- To find their singing voice and use their voices confidently.
- Sing with a sense of awareness of pulse and control of rhythm.
- Sing songs expressively.
- Follow pitch movements with their hands and use high, low and middle voices.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- Respond physically when performing, composing and appraising music.
- Identify the pulse in different pieces of music.
- Accompany a chant or song by clapping or playing the pulse or rhythm.
- To explore different sound sources.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.
- Contribute to the creation of a class composition.
- Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'
- Recognise how music can reflect different intentions.