

Topic Name: Land Ahoy
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"> • Use an atlas to name and locate 7 continents, 5 oceans, seas and different countries • To sequence photographs etc. from different periods of their life Describe memories of key events in lives • To find out about everyday lives of people in time studied • To follow directions (as yr 1 and including NSWE and read and create maps including a key • To notice that animals, including humans, have offspring which grow into adults • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • To draw with accuracy using line and colour-pirate portraits 	<p>KEY FOCUS AREAS: The world-Seas and oceans</p> <p>Our place in the world-use and drawing of maps and plans including keys</p> <p>History of significant individuals</p> <p>Animals including humans</p>	<p>SYNOPSIS:</p> <table border="1"> <tr> <td>Week 1</td> <td>Timeline-famous explorers</td> </tr> <tr> <td>Week 2</td> <td>Researching and writing about one of the famous explorers</td> </tr> <tr> <td>Week 3</td> <td>Famous Pirates</td> </tr> <tr> <td>Week 4</td> <td>Treasure maps</td> </tr> <tr> <td>Week 5</td> <td>Compass directions</td> </tr> <tr> <td>Week 6</td> <td>RNLI</td> </tr> </table>	Week 1	Timeline-famous explorers	Week 2	Researching and writing about one of the famous explorers	Week 3	Famous Pirates	Week 4	Treasure maps	Week 5	Compass directions	Week 6	RNLI
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<p>TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>												
<p><u>Geography</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use basic geographical vocabulary to refer to: <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Year 3</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Describe and understand key aspects of human and physical geography <p><u>Science</u> Year 2</p>		<ol style="list-style-type: none"> 1. What do you already know about pirates? Can you name any famous ones? 2. Why is Dame Ellen McArthur a dame? 3. How many oceans and seas are there? 4. What are the main 5 food groups? 5. What do humans and animals need for survival? <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> • To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • To learn about significant individuals and be able to comment on why they have made a positive impact on the world. • To broaden their scientific view of the world around them. • To ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. 												

<ul style="list-style-type: none"> • asking simple questions and recognise that they can be answered in different ways • identifying and classifying • using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Year 3</p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • record findings using simple scientific language, drawings and labelled diagrams • identify differences, similarities or changes related to simple scientific ideas and processes <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	
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<p>ENGLISH: The Pirates next door -character descriptions -narratives -instructions Dougal the deep sea diver -descriptive writing -diary writing</p>	<p>MATHS: Yr2 Multiplication and division Money</p>	<p>SMSC/PSHE/BRITISH VALUES: Individual liberty Respect and tolerance SMSC-mindfulness and wellbeing</p>
<p>ART/DT: Drawing pirate style portraits and adding colour and tone Making own pirate ships with working parts Making rafts</p>	<p>READING KEY TEXT(S): Whole class reading-Flotsam. Comprehension, sequencing & prediction activities. Monty the Manatee Author: Simon Bartram</p>	<p>PHYSICAL EDUCATION: Gymnastics Field Game- Cricket Year 3-swimming</p>
<p>MUSIC: Learning sea shanties Charanga</p>	<p>ICT/COMPUTING:</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go 	<p>ENRICHMENT and VERTICAL DRIVERS: <u>Enrichment</u> Visit to the sea life centre <u>Vertical Drivers</u></p> <ul style="list-style-type: none"> • Staying Safe-Internet safety day February

	<p>for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>E-safety-Internet safety Day</p>	<ul style="list-style-type: none"> • Our place in the world/Courageous advocacy
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ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Geographer	Geography Targets – As a Geographer	Art and Design Targets: As an Artist
<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 investigate my surroundings • I can make appropriate observations about why things happen • I can make simple comparisons between features of different places • I can find a route on a map, use a plan view and use an infant atlas to locate places • 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 create a map of a real or imaginary place (e.g add detail to a sketch map from aerial photography) • I can understand the need for a key and can use class agreed symbols to make a simple key • I can find land/sea on a globe 	<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 locate places on a large scale map • I can use 4 compass points well • I can begin to use all 8 compass points • I can use letter/no of coordinates to locate features on a map confidently • I can create a map of a short route experienced, with features in correct order • I can make a simple scale drawing • I can understand why a key is needed • I can begin to recognise symbols on an OS map • I can use medium and large OS maps and follow a route on larger scale maps • I can use junior atlases 	<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. • I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. • 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. • I can use ICT
<p>Design Technology Targets: As a Designer</p> <p>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 	<p>Design Technology Targets: As a Designer</p> <p>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 	<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.

<ul style="list-style-type: none">• 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 choose and use appropriate finishing techniques• I can evaluate against the design criteria• I can talk about my ideas, saying what I like and dislike about them	<ul style="list-style-type: none">• 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• accuracy• I can choose and use appropriate finishing techniques• I can evaluate against the design criteria• I can talk about their ideas, saying what I like and dislike about them	<ul style="list-style-type: none">• 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.
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