

Amazing Australia Yellow Class Spring 2 2023 ~ Geography 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. Compare and contrast Australia, the UK and Hindlip Describe the climates of Australia. Recall facts about Australian history and culture. Name and describe, including the features of, Australian animals. Recall the journey and history of Captain Cook. Use colours and techniques of Barbara Weir. Use aboriginal art techniques. Read world and country maps including using simple symbols and keys. Critique traditional Australian music and identify instruments. Name human and physical geographic features found in Australia. 	<p>KEY FOCUS AREAS</p> <p>Art~ Australian animals~ drawing in detail, choosing materials for effect. Aboriginal art and techniques~ Barbara Weir.</p> <p>Geography~ Compare and contrast UK to non-European country. Mapping~ reading a selection of maps including world map. Investigate climate and weather. Find and name continents and oceans.</p> <p>History~ significant people of the past~ Captain Cook and compare to Scott. History and culture of native Australians~ Aboriginal tribes.</p> <p>DT~ design and make and decorate diggeridoos using traditional techniques.</p>	SYNOPSIS: Week 1 - Week 6	
		Week 1	Where is Australia?
		Week 2	Geography of Australia-capital, territories, outback
		Week 3	What is it like in Australia? Food, people, weather and seasons
		Week 4	How is Australia different or the same to the UK?
		Week 5	What famous landmarks are in Australia?
<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"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro- habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <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>KEY QUESTIONS:</p> <p>Where is Australia? What is like to live in Australia? When was Australia discovered? Who by? What famous landmarks are there in Australia? What are Australian animals like? How is Australia different or the same to the UK? What is an aboriginal? What are some traditional Australian foods?</p> <p>What things do humans and animals need to survive?</p>	<p>KEY VOCABULARY:</p> <p>Key Human/physical features Past, present, future. Food chains Adaption Aboriginal Australia</p>	
Opportunities for Extension			
<p>Plot the route of captain Cook (compare and contrast Cook to Robert Scott). Compare with a modern-day explorer. What would it be like to live in Australia? Would it be different n different territories and why (explore regional climate)?</p>			
Vertical Drivers and Opportunities for Enrichment			
<p>Driver: OUR PLACE IN THE WORLD Go to All Things Wild Evesham~ Outback trail to see Australian animals. Video tours of Uluru and National parks.</p>			

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<p>Y3~</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 		
<p>ENGLISH: Purpose for writing: To entertain Key texts: The diary of a Wombat, What made Tiddalik Laugh. Non Fiction texts~ AF about Australia and Aboriginal culture, Maps Poetry~ Scholastic resources. Key author- Kes Gray</p>		<p>MATHS: Y2 Geometry: Shape Number: Fractions Y3 Geometry: Shape Number: Fractions</p>
<p>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.)</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: key physical features and key human features use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		
<p>Design and Technology: Research, design & make own digeridoo - music link</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,</p> <p>Make select from and use a range of tools and equipment to perform practical tasks ~finishing</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>ART: Pastel pics of animals and Australian landmarks Aboriginal paintings - mix own earth/berry paints, use of sticks to apply Barbara Weir - aboriginal artist, art history</p> <ul style="list-style-type: none"> 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. 	<p>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</p> <ul style="list-style-type: none"> 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. <p>MUSIC: Charanga~ 'I Wanna play in a band'</p> <ul style="list-style-type: none"> 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 <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

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<p>ICT/COMPUTING: <i>Coding:</i> Understand what algorithms are; how they are implemented as programs on digital devices; and that programmes execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Safe searching on the internet</p>	<p>PSHE and RSE: ~ Rights & Responsibilities Y2~ Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Yr3~ Understand there are different types of relationships To recognise similarities and differences between people and share views and opinions. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>BRITISH VALUES: Acceptance~Understanding and celebrating our similarities and differences. Mutual Respect~Listening to others about their families Spiritual Development~Promotion of own family's beliefs and customs. Royal family~Family tree and history of monarchy</p>
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ASSESSMENT DESCRIPTORS

Science Targets - A Year 2 Scientist	Science Targets - A Year 3 Scientist
<ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions • The difference between living, dead and that which was never alive. • 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. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. <p>•recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things •use and make simple guides or keys to explore and identify local plants and animals • make a guide to local living things • raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.
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 	<ul style="list-style-type: none"> • Place the time studied on a time line

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<ul style="list-style-type: none"> • 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"> • 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. • Make simple comparisons between features of different places. • Use an infant atlas to locate places. • Find land/sea on globe. • Use large scale OS maps. • Use an infant atlas • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: <u>Key physical features</u>, including: , forest, hill, mountain, soil, valley, vegetation,. <u>Key human features</u>, including: city, town, village, factory, farm, house, office. 	<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. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Use large scale OS maps. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. • Begin to draw a sketch map from a high view point. • Describe and understand key aspects of: • Physical geography including Rivers and the water cycle, excluding transpiration • Human geography including trade links in the Pre-roman and Roman era.
Design and technology Targets- In year 2:	Design and technology Targets- In year 3:
<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing • valuate their product against original design criteria e.g. how well it meets its intended purpose

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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.