

## Lighthouses Autumn 2 2023 ~ Geography Focus

<p><b>SUCCESS CRITERIA:</b> On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> <li>Locate the capital cities of the UK on a map</li> <li>Locate lighthouses across the UK</li> <li>Identify the human and physical features of a coastline</li> <li>Use aerial photography</li> <li>Learn about Grace Darling</li> <li>Create a 3D model of a lighthouse with a working circuit-science link</li> <li>To create a picture using different mediums</li> <li>To learn about electricity and create a working circuit</li> </ul>	<p><b>KEY FOCUS AREAS</b></p> <p>Art~ using different mediums to create a lighthouse picture</p> <p>Geography~ Mapping~ reading a selection of maps, labelling the capital cities of the UK and locating lighthouses.</p> <p>Naming seas and rivers</p> <p>History~ significant people of the past~ Grace Darling</p> <p>DT~ design and make a 3D lighthouse with a working light using an electrical circuit</p> <p>Science ~ create a working circuit</p>	<p><b>SYNOPSIS: Week 1 - Week 6</b></p>	
		Week 1	Introduction to Topic Where are the different lighthouses in the UK?
		Week 2	How have lighthouses changed over time?
		Week 3/4	What are the features of a coastline? (aerial photography)
		Week 5	How do we stay safe at the beach?
<p><b>SCIENCE:</b></p> <p><b>KS1 skills~</b> 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><b>KS2 skills~</b> asking relevant questions and using different types of scientific enquiries to answer them identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<p><b>KEY QUESTIONS:</b> How would your life be different if you lived in the Isle of Scalpay? What are the four compass points? What do these terms mean? Port, harbour, sea, ocean, beach, cliff and coast? Who was Grace Darling? What components do we need to make a circuit?</p>		<p><b>KEY VOCABULARY:</b> beach cliff coast harbour ocean port sea</p>
	<p><b>Opportunities for Extension</b></p>		
	<ul style="list-style-type: none"> <li>Pupils to extend their knowledge and understanding beyond the local area to include the United Kingdom.</li> <li>To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>To broaden their scientific view of the world around them.</li> <li>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.</li> </ul>		
	<p><b>Vertical Drivers and Opportunities for Enrichment</b></p>		
	<p><b>Driver:</b> <b>STAYING SAFE</b></p>		

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<p><b>ENGLISH: Purpose for writing:</b> To entertain <b>Key texts:</b> The lighthouse keeper stories  <b>Non Fiction texts</b>~ AF about England, coastlines and lighthouses, Maps <b>Poetry</b>~ Scholastic resources. <b>Key author-</b> Ronda Armitage</p>	<p><b>MATHS:</b>  <b>Y2 Money: Number:</b> Addition and subtraction, multiplication</p>	
<p><b>GEOGRAPHY:</b> Locate Worcester on a map, identify the capital cities of the UK and locate the lighthouses</p> <ul style="list-style-type: none"> <li>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.</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to: key physical features and key human features</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>		
<p><b>Design and Technology:</b> Research, design &amp; make 3D lighthouse  <b>Design</b>                  design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,  <b>Make</b>                  select from and use a range of tools and equipment to perform practical tasks ~finishing  <b>Evaluate</b>                  explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p><b>ART:</b> Lighthouse paintings using different mediums                  to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>to use drawing, painting develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern</li> <li>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.</li> </ul>	<p><b>HISTORY:</b> learning about a significant individual-Grace Darling</p> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>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.</li> <li>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.</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>MUSIC:</b> Charanga~ 'Ho Ho Ho'</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs</li> <li>Play tuned and untuned instruments musically</li> <li>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.</li> </ul>
<p><b>ICT/COMPUTING:</b>                  Questioning-Purple Mash                  IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		
<p><b>PSHE and RSE:</b> ~                  Me and My Relationships, valuing differences  <b>BRITISH VALUES:</b>  <b>Acceptance</b>~Understanding and celebrating our similarities and differences.  <b>Mutual Respect</b>~Listening to others about their families  <b>Spiritual Development</b>~Promotion of own family's beliefs and customs.</p>		
<b>ASSESSMENT DESCRIPTORS</b>		
<b>Science Targets - A Year 2 Scientist</b>	<b>Science Targets - A Year 3 Scientist</b>	

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<ul style="list-style-type: none"> <li>• ask simple questions and recognise that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li>   <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can investigate my surroundings</li> <li>• I can spatially match places (e.g recognise UK on a small scale and large scale map)</li> <li>• I can follow directions (N, E, S, W)</li> <li>• I can create a map of a real or imaginary place (e.g add detail to a sketch map from aerial photography)</li> <li>• I can understand the need for a key and can use class agreed symbols to make a simple key</li> <li>• I can find land/sea on a globe</li> <li>• I can use teacher drawn base maps</li> <li>• I can use large scale OS maps</li> <li>• I can look down on objects to make a plan view map</li> <li>• I can use basic geographical vocabulary to refer to key human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• record findings using simple scientific language, drawings and labelled diagrams</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• I can begin to ask/initiate geographical questions</li> <li>• I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>• I can investigate places and themes at more than one scale</li> <li>• I can use 4 compass points well</li> <li>• I can begin to use all 8 compass points</li> <li>• I can use letter/no of coordinates to locate features on a map confidently</li> <li>• I can make a simple scale drawing</li> <li>• I can understand why a key is needed</li> <li>• I can begin to recognise symbols on an OS map</li> <li>• I can use medium and large OS maps and follow a route on larger scale maps</li> <li>• I can use junior atlases</li> <li>• I can use map sites on the internet</li> <li>• I can identify features on aerial/oblique photographs</li> <li>• I can draw a sketch map from a high view point</li> <li>• I can describe and understand key aspects of physical geography including river</li> </ul>
<p><b>History Targets - A Year 2 Historian</b></p>	<p><b>History Targets - A Year 3 Historian</b></p>
<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> <li>• Compare 2 versions of a past event</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play, Writing.. Using ICT...</p>	<ul style="list-style-type: none"> <li>• Find out about every day lives of people in time studied</li> <li>• Compare with our life today Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> <li>• se a range of sources to find out about a period</li> <li>• Observe small details - artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>
<p><b>Art Targets - A Year 2 Artist</b></p>	<p><b>Art Targets - A Year 3 Artist</b></p>
<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience and imagination.</li> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• I can question and make thoughtful observations about starting points and select ideas to use in my work.</li> <li>• I can explore</li> <li>• relationships between line and tone, pattern and shape, line and texture.</li> <li>• I can make and match colours with increasing accuracy.</li> <li>• I can use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• I can choose paints and implements appropriately.</li> <li>• I can plan and create different effects and textures with paint according to what I need for the task.</li> <li>• I can show increasing independence and creativity with the painting process.</li> </ul>

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<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	
<p style="text-align: center;"><b>Geography Targets - A Year 2 Geographer</b></p>	<p style="text-align: center;"><b>Geography Targets - A Year 3 Geographer</b></p>
<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Make simple comparisons between features of different places.</li> <li>Use an infant atlas to locate places.</li> <li>Find land/sea on globe.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to ask/initiate geographical questions</li> <li>I can use NF books, stories, maps, pictures/photos and internet as sources of information</li> <li>I can locate places on a large scale map (e.g find UK or India on a globe)</li> <li>I can match boundary of a country on different scale maps</li> <li>I can begin to identify significant places and environments</li> <li>I can use 4 compass points well</li> <li>I can begin to use all 8 compass points</li> <li>I can begin to recognise symbols on an OS map</li> <li>I can use medium and large OS maps and follow a route on larger scale maps</li> <li>I can use junior atlases</li> <li>I can use map sites on the internet</li> <li>I can identify features on aerial/oblique photographs</li> </ul>
<p style="text-align: center;"><b>Design and technology Targets- In year 2:</b></p>	<p style="text-align: center;"><b>Design and technology Targets- In year 3:</b></p>
<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> <li>Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>Talk about their ideas, saying what they like and dislike about them</li> </ul>	<ul style="list-style-type: none"> <li>I can plan the order of my work before starting</li> <li>I can explore, develop and communicate design proposals by modelling ideas</li> <li>I can make drawings with labels when designing</li> <li>I can select tools and techniques for making my product</li> <li>I can measure, cut and score with some accuracy</li> <li>I can use hand tools safely and appropriately</li> <li>I can assemble, join and combine materials in order to make a product</li> <li>I can choose and use appropriate finishing techniques</li> <li>I can evaluate against the design criteria</li> <li>I can evaluate my products as they are developed, identifying strengths and possible changes I might make</li> <li>I can talk about their ideas, saying what I like and dislike about them</li> </ul>
<p style="text-align: center;"><b>Music Targets - A Year 2/3 Musician</b></p>	
<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Sing songs expressively.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers.</li> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Respond physically when performing, composing and appraising music.</li> <li>Identify the pulse in different pieces of music.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>To explore different sound sources.</li> <li>Play instruments in different ways and create sound effects. Handle and play instruments with control.</li> <li>Contribute to the creation of a class composition.</li> <li>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'</li> </ul>	