

QUESTION: COULD YOU SURVIVE AT SEA?

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| | Week: 30.10.17 30 th 9.40 – 10.40 SS (SP) 11 – 12 – Thursdays PPA – dance teacher and music (TB Yr2 interv M-Th) | Week: 6.11.17 | Week:13.11.17 14 th Maritime Museum visit | Week: 20.11.17 22 nd SM in 22 nd Tempest photographs 25 th School fayre | Week: 27.11.17 2 nd Christmas Fair | Week: 4.12.17 5 th FS Christmas play dress rehearsal 9:30 (6 th to parents) 6 th SM REAL Project review | Week: 11.12.17 13 th PIRA and PUMA tests 15 th Carol service 11 9:30am school performance- yr2 play 12 th 1.30pm to parents | Week: 18.12.17 (3 days) 20 th last day of term |
| Outcomes. | Maps and words time line – navigation and survival | | Make a boat that floats – could you survive in this? Measurement and fractions | | Survival fact file for parents (for the play) handling data | | Sea poems displayed on legacy display | Review of REAL project. Thank you cards |
| Special Events/ Launch Day / Visitors / Outcomes | RNLI | | Maritime Museum | | | <i>Perform Christopher Columbus</i> Charge for tea and coffee beforehand, raffle | | Review of the REAL project. |
| Peer critique. | | | Boats Which float and for how long? What makes a great boat ? Review using rubric. Developing hot and cold feedback | | | | | |
| Literacy | Non-fiction Christopher Columbus Grammar subordinating conjunctions Past tense Imitate | → Write narrative about personal experiences and those of others real and fictional | Fiction – quest story Columbus Imitate Grammar subordinating conjunctions Past tense Contractions Kung Fu | Grammar Dictation Read aloud what they have written with appropriate intonation to | Innovate Slow write Re-read to check their writing makes sense and verbs to indicate time | → Invent Proof reading to check for errors in spelling, grammar and punctuation | Sea poems or Christmas poems Write for different purposes Write poetry | |

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| | | | punctuation Commas in lists | make their meaning clear | are used correctly and consistently | Evaluating their writing with teachers and pupils | Drafting | |
| Numeracy | Follow-up to tests | <p>Number – addition and subtraction Recognise and use the relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Use of bar model</p> <p>Add three one- digit numbers – Maths Challenge context</p> | <p>Measurement: money – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Solve problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Challenge based lesson</p> | <p>Measurement: money – find different combinations of coins that equal the same amounts of money</p> | <p>Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> | <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign</p> | <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> | |

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| Science | <p>What do people wear to the beach or at sea and why?</p> <p>Identify and compare the suitability of a variety of materials for a particular use</p> <p>RNLI visit (link back to weather diary)</p> | <p>Asking simple questions</p> <p>Performing simple tests</p> <p>Use observations to answer questions</p> <p>Waterproof</p> <p>Flexibility</p> <p>Safety</p> | <p>Maritime Museum visit to begin thinking about materials needed to make a boat</p> | <p>Explore materials – floating and sinking</p> | <p>Make boats and test</p> <p>Using their observations and ideas to suggest answers to questions</p> | <p>Survival facts – What are the basic needs for all living things? Will these be met?</p> | | |
| History/ Geography | <p>Christopher Columbus (play – present tense)</p> <p>Initial introduction</p> <p>Film clip</p> <p>Non-fiction text map</p> <p>Develop an awareness of the past</p> <p>Use a wide vocabulary of historical terms – introduce vocabulary and explain what it means <i>The Exciting Age of Discovery</i></p> | <p>Old and new maps</p> <p>Use of vocabulary – apply and develop</p> | <p>Boats timeline</p> <p>Knowing where events fit in a chronological timeline</p> | <p>Develop knowledge of Christopher Columbus</p> <p>Use a range of sources to find out about the past and identify different ways in which it is represented</p> | <p>How did Christopher Columbus' adventures impact on the world?</p> <p>Learn about why Christopher Columbus' journey was significant?</p> <p>Fact file for parents</p> | <p>Christopher Columbus play – Narration and song lyrics include important facts from significant events. Cross curricular link with Spanish i.e. use statement sentences with subordination and coordination.</p> | | |

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| ICT | Directions and positions – maps and grids, send Beebot on a journey Control a programmable toy with purpose | | Beebots on ipad and kodable Plan and create a sequence of instructions to move a programmable toy | | Online safety Hector’s World KS1 People you don’t know are strangers Being nice to people as you would in the playground (respect) Keeping personal information safe Talk to a grown-up you trust if uncomfortable | | | |
| RE | | | | Introduction of the Christmas story . | Role play Christmas story | Events of the Christian Christmas story Jesus as a historical figure, fulfilment of prophecy Explain rituals and practices – Christian Christmas traditions | | |
| Music | Learn songs for the play Control sounds though playing, singing and performing Follow the tune Use voice to good effect Importance of warming up Perform in ensemble with instructions for the leader Listen to Spanish guitarist Use percussion for chants in play. | | | | | | | |
| Spanish | Christopher Columbus on board with hello in Spanish Explore Spanish vocabulary in the play | | | Key vocab From Play ie chico | Key vocab from play Used within daily situation ie welcome | Key vocab from play Use throughout day | Key vocab from play Use throughout day | Key Christmas phrases |
| Art /DT | | | Boats link with Science peer critique Use a set of criteria to aid the design process Draw and make notes on their design ideas Explain what they are making and what they will need to use Evaluate their product against their design criteria | | | | Christmas art and craft | |

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| PSHE/ Wellbeing/ Values PPA PSHE | Theme 2 Getting on and falling out | | | | | | | |
| | Theme 3 Anti Bullying week | | | | | | | |
| | Fire safety | | | | | | | |