

Once Upon A Time: MU PLAN~ Geography/History 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 countries and capitals of the UK. Use new geographical vocabulary e.g. rural, urban Use an aerial photo to obtain geographical information Locate UK regions, forests and famous trees on a map Describe the features of a forest Create a simple timeline Know and talk about the key events of the Battle of Worcester and what led to it Use observational skills to sketch trees Study texture and pattern via bark rubbing Identify and describe a range of flowers and trees. Name the parts of plants and explain their functions Know what plants need to grow and the basic life cycle 	<p>KEY FOCUS AREAS Art~ Bark rubbings, texture. Observational sketches of trees, clay art Geography~ Recap UK countries and capitals. Map work - study aerial photos, locating forests on map, sketch maps. Geographical vocabulary. Local area study. History~ History of UK woodlands. Battle of Worcester, timeline, lead up, events and outcome</p>	<p>SYNOPSIS: Week 1 - Week 6</p>	
		<p>Week 1</p>	<p>Landscapes of the UK</p>
		<p>Week 2</p>	<p>Forests of the UK</p>
		<p>Week 3</p>	<p>Battle of Worcester, context, lead up</p>
		<p>Week 4</p>	<p>Battle of Worcester, key events & outcome, Boscobel Oak</p>
<p>Driver: The Environment</p>			
<p>SCIENCE: KS1 skills~ observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. Y2~ 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. Y1~ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p>KEY QUESTIONS: What are the different types of landscapes found in the UK? What are the features of a UK forest? Why are forests so important for our planet? What led to the Battle of Worcester? What were the main events of the Battle of Worcester?</p>	<p>KEY VOCABULARY: Landscape, region, rural, urban, forest, mountain, coastal, veteran tree, cavalier, roundhead, Cromwell, battle, Protestant, Catholic, parliament</p>	
	<p style="text-align: center;">Opportunities for Extension</p>		
	<p>Exploring the role veteran trees play in the eco-system Research around the Battle of Worcester, its place in history, using context of previous 'Fire' topic about events of 1666. Comparing different types of British UK forests. Comparing non-EU forest - features, botany and uses</p>		
<p>HISTORY: Research the historical role of forests within UK communities. Create a simple timeline using photos/drawings. Find out about a local historical event Pupils should:</p> <ul style="list-style-type: none"> Develop an awareness of the past Fit people/events studied within a chronological framework Identify similarities & differences between ways of life in different periods Ask & answer questions, use parts of stories to show their understanding of key events Understand some ways we find out about the past Learn about significant historical events & people in their own locality 	<p>ENGLISH: Purpose for writing: To entertain/ to inform Key texts: The Three Little Pigs Traditional tale, The True Story of the Three Little Pigs, The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury Non Fiction texts~ Wolves - Emily Gravett. Wolves- Usborne. Woolf- Alex Latimer Poetry~ The Jelly Bean Tree Key author- Mini Grey SATS Miscue: WTS The Gruffalo EXS- The Smartest Giant in Town GDS- Sound collector poem</p>	<p>Maths Year1 Number~ Consolidation & Revisit, Multiplication & Division, Place Value within 100 Year 2 Statistics Revisit and Assess</p>	

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<p>PE (Striking & Fielding games and Gymnastics): To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.</p>	<p>ICT/COMPUTING: Taught through Purple Mash platform~ Making Music To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.</p>	
<p>MUSIC: Into the Groove~ Charanga</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>ART: Observational sketches of trees, study of texture via rubbings including bark rubbings. Pupils should:</p> <ul style="list-style-type: none"> • To use drawing to develop & share ideas • To develop art & design techniques in using texture & pattern. • To manipulate clay for a variety of purposes 	<p>GEOGRAPHY: Locate 4 UK countries, 4 capital cities and key forests on a map. Study UK regions and landscape with particular focus on forests. Study the features of a forest and draw a simple sketch map Pupils should:</p> <ul style="list-style-type: none"> • Name & locate 4 countries & capital cities of the UK & its surrounding seas • Use basic geographical vocabulary to refer to key physical and human features • Use simple compass directions (NESW) and locational & directional language to describe location, features & routes on a map (link to PE and Maths) • Use aerial photographs to recognise landmarks & human/physical features
<p>SMSC/PSE and RSHE: ~ Being my Best Y2~ Growth Mindset • Looking after my body I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. Y1~ Looking after my body: I can name a few different ideas of what I can do if I find something difficult. • I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>		

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 1 Scientist	Science Targets - A Year 2 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 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	<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 ~gather and record data to help in answering questions identify and classify use their observations and ideas to suggest answers to questions 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.
Computing Targets - In Year 1	Computing Targets - In Year 2
<ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can begin to use software/apps to create movement and patterns on a screen. I can be creative with different technology tools. I can use technology to create and present my ideas. I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I can identify benefits of using technology. I can program a robot or software to do a particular task. I can save and open files on the device I use.
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> Sequence 3 or 4 artefacts (photos) from distinctly different periods of time Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Listen to adults talking about the past and ask questions Use stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Sequence photographs etc. from different periods Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories/memories etc
Art Targets - A Year 1 Artist	Art Targets - A Year 2 Artist
<ul style="list-style-type: none"> Use a sketchbook to gather and collect artwork. Record and explore ideas from first hand observation. Explore shape and form Make rubbings. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk 	<ul style="list-style-type: none"> 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. Experiment with the visual elements; line, shape, pattern and colour. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Record and explore ideas from first hand observation, experience and imagination.
Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> Use information books/pictures as sources of information. Recognise that it is about a place. Learn names of some places within/around the UK. Use basic geographical vocabulary to refer to key physical and human features Use information books/pictures, aerial maps as sources of information. Look down on objects e.g. use an aerial photo to make a plan view map. 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information. Make appropriate observations about why things happen. to spatially match places (e.g. recognise UK on a small scale and larger scale map) Locate and name on UK map major features Use basic geographical vocabulary to refer to key physical and human features Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) To understand the need for a key. Use class agreed symbols to make a simple key. Look down on objects e.g. use an aerial photo to make a plan view map.

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PE Targets - Year 1	PE Targets - In Year 2
<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move. • Move a ball using different parts of the foot. • Throw and roll towards a target with some varying techniques. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> • Throw and roll towards a target using varying techniques with some success. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics.
PE Targets - A Year 1 Gymnast	PE Targets - A Year 2 Gymnast
<ul style="list-style-type: none"> • Perform balances making their body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility. • Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique.
Music Targets - A Year 1/2 Musician	
<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <ul style="list-style-type: none"> • Use voice to create sounds - humming, whispers, clicks and whistles. • Start and stop together on direction. • Begin to use correct technique when playing a range of percussion instruments. • Keep a steady beat and copy simple rhythm patterns. • Create and clap own rhythms. • Create patterns of sound - long/short, high/low, loud/soft (quiet). • Talk about music heard with appropriate vocabulary. • Begin to explore how music can affect emotions. • Recognise how music enriches our lives. • Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. • Build knowledge of Dimensions: Pitch: recognise and respond to high, low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow. Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end and use of repetition and introduction. 	