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| **Magpies** | | **Discovering Distant Lands** | **Autumn Term 2 2022** |
| **Areas of learning linked to the theme** | | | |
| Our journey will be taking us on a worldwide adventure as we delve into explorations of the past… | | | |
| As **Historians** we will learning all about a variety of different explorers who made history. We will start by exploring why some people are considered to be significant before going on to learn about some significant explorers. We will learn what an explorer is and focus on the qualities and attributes that an explorer may have.    We will then be studying explorers with a particular focus on Captain Cook. We will be looking at sailing ships, life during expeditions, and the era of the discovery of new lands.  As **Geographers** we will be looking at Hawaii which was discovered by Captain Cook. We will compare Hawaii of today with the United Kingdom. We will look at islands, coastlines and other geographical features such as volcanoes.  **Class book:** We will be using various short texts to explore the lives and adventures of famous explorers. | As **writers** we will explore the text through drama to inspire us to write across a range of genres. | | As **ICT experts** we will use software such as chrome music lab to develop compositions.  Company name  Description automatically generated with medium confidence  We will apply our IT skills when researching the world of famous explorers. |
| As Year 2 **Scientists** we will continue to investigate different materials, moving onto comparing and contrasting different seasons.  As Year 3 **Scientists** we will be exploring light, how it travels, reflects and creates shadows.  As **Musicians** we will explore the music and instruments for the countries explored and work through a unit on Chinese music leading to Chinese New Year.  A group of people playing drums  Description automatically generated with medium confidence | | As **Design Technologists** we will peel and cut fruits from the places explored.  A picture containing fruit, plant, decorated, colorful  Description automatically generated  We will also look at joining materials when exploring the structures of sailing vessels. |
| As **Artists** we will investigate paint and colour mixing to explore hot and cold colours learning about the work of Wassily Kandinsky.  A picture containing text, yellow, colorful, orange  Description automatically generated  We will learn how to weave to create symple textiles using methods used by many early cultures. |
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| **School Drivers** | | | |
| **Wellbeing**  Through the Jigsaw programme we will be focusing on **‘Celebrating Difference.’**  A picture containing text, person  Description automatically generated    Inthis unit we will be exploring understand some ways in which boys and girls are both similar and different. We will understand we shouldn’t judge people if they are different, and how these differences make us all special and unique.  In relation to Anti-Bullying Week, (14th – 18th November), we will explore how someone being bullied may feel, and how to find help if we are being bullied. | | **Growth Mindset, Possibilities and Aspirations**  In our social and emotional development we will:  Think about our new class display showing ‘The Learning Pit’ and explore ways in which we can develop our positive mindset when it comes to our learning. We will explore the term ‘success’, and the magic of ‘yet!’.  We will continue to learn about the **structure of the brain** and how, with effort, practice and perseverance, we really can ‘grow’ our brains and learn new things. | **Community**    As outward looking people, we will continue to find new and original ideas to **share our work**.  This will include through the school website, and interactive story performances.  We will be inviting our parents and carers to school to watch a presentation showcasing our learning from this term’s theme.  **Enterprise including Language**  Linked to the school’s oracy focus with the support of Voice 21, we will develop our confidence in using a range of sentence stems to build on and challenge, therefore allowing us to participate in discussions and debates  We will engage with regular ‘Picture News’ materials to learn about current world events and to support them in using their oracy skills to discuss thought-provoking questions linked to topical issues, such as climate change. |
| **Diversity including British Values**  We will learn how Britain is full of diverse people. Through the Jigsaw programme we will explore the ways in which British people can be different from one another, yet how ultimately all people are the same in terms of their human rights. We all have the basic right to live safe, happy and healthy lives.  Text  Description automatically generated  We will read and respond to the book, ‘We are all born free’, which explains how all children have rights. | | **Eco and Environment**  We will identify what climate change is, and the effects and how tackling the climate crisis is an important issue faced by our world today.    We will explain the effects that climate change has on the world around us and how we can act to help reduce the problem. |
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| **Essentials for learning &life** | | **Areas of Learning. Milestone Skills** |
| **Using Communication: Secrets of success** | **Science, Geography and Music, ICT, Art and D&T** | |
| **Learning and thinking skills**  Develop and promote personal, social, emotional and thinking skills to empower learning within the following ‘Secrets of Success.’  **To be curious**   * Ask questions * Look for patterns and connections * Think of possible reasons * Researches * Ponders – what if? * Is creative   **To concentrate**   * Manages distraction * Breaks things down into smaller steps * Focusses on one thing at a time * Plans and thinks things through. * Works hard   **To be resilient**   * Uses a growth mindset * Does not worry if it goes wrong * Learns from their mistakes * Is excited to try new things * Pushes themselves and doesn’t give up.   **To co-operate**   * Listens to others * Explains things to help others * Is kind when you disagree * Is tolerant * Works together   **To improve**   * Keeps reviewing their learning * Tries to be better than last time * Does not compare themselves to anybody else * Listens to feedback | **History: Investigate and Interpret the past**  • Use artefacts, pictures, stories, online sources and databases to find out about the past.   * Ask questions such as: What was it like for people? What happened? How long ago? * Use evidence to ask questions and find answers to questions about the past. * Suggest causes and consequences of some of the main events and changes in history.   **History: Build an overview of world history**   * Describe historical events. * Describe significant people from the past. * Recognise that there are reasons why people in the past acted as they did.   **History: Understand chronology**   * Place events and artefacts in order on a timeline * Use dates and terms to describe events.   **Geography: Investigate places**   * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). * Name and locate the world’s continents and oceans. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.   **Geography: Communicate geographically**   * Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. * Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). * Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.   **Music**  **Composing:**   * Create a sequence of long and short sounds. Clap rhythms. * Create a mixture of different sounds (long and short, loud and quiet, high and low). * Choose sounds to create an effect. Sequence sounds to create an overall effect. * Create short, musical patterns. Create short, rhythmic phrases. * Create repeated patterns with a range of instruments. * Choose, order, combine and control sounds to create an effect. * Use digital technologies to compose pieces of music.   **Transcribe:**   * Use symbols to represent a composition and use them to help with a performance. * Devise non-standard symbols to indicate when to play and rest. * Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | |

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| **Areas of learning. Milestone skills** | | | |
| **Design and Technology**  **Food Technology**  **Cut, peel or grate ingredients safely and hygienically.**  **Prepare ingredients hygienically using appropriate utensils.**  **Materials**  **Cut materials safely using tools provided.**  **• Measure and mark out to the nearest centimetre.**  **• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).**  **• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).**  **Cut materials accurately and safely by selecting appropriate tools.**  **• Measure and mark out to the nearest millimetre.**  **• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).**  **• Select appropriate joining techniques.**  **Art**  **Take inspiration from the Greats**  **Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.**  **Create original pieces that are influenced by studies of others.**  **Painting**  **Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.**  **Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.**  **Textiles**  **Use weaving to create a pattern.**  **Create weavings.** | | **ICT**  **Coding**  • Select sounds and control when they are heard, their duration and volume.   Create and edit sounds. Control when they are heard, their volume, duration and rests.  Communicate  • Use a range of applications and devices in order to communicate ideas, work and messages.  **Science**  **Working scientifically**  Ask simple questions.  • Observe closely, using simple equipment.  • Perform simple tests.  • Identify and classify.  • Use observations and ideas to suggest answers to questions.  • Gather and record data to help in answering questions.  Ask relevant questions.  • Set up simple, practical enquiries and comparative and fair tests.   Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.  • Identify differences, similarities or changes related to simple, scientific ideas and processes.  • Use straightforward, scientific evidence to answer questions or to support their findings.  **Seasonal changes**   Observe the apparent movement of the Sun during the day.  • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies.  **Light**  Recognise that they need light in order to see things and that dark is the absence of light.  • Notice that light is reflected from surfaces.  • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  • Recognise that shadows are formed when the light from a light source is blocked by a solid object.  • Find patterns in the way that the size of shadows change. | |