

<p>English Autumn Learning Journey 1 Text: <i>The Night Gardener</i> by the Fan Brothers Outcome: a collection of the topiaries for signage in the park Guided Reading Texts: Little Wandle reading sets Autumn Learning Journey 2 Text: <i>The Owl Who Was Afraid of the Dark</i> by Jill Thompson Outcome: short narrative Guided Reading Texts: Little Wandle reading sets Autumn Learning Journey 3 Text: <i>All Aboard for the Bobo Road</i> by Steve Davies Outcome: travel brochure for Burkina Faso Guided Reading Texts: Little Wandle reading sets</p>	<p>Maths (NCETM) 1.Numbers to 100 2.Calculations within 20 3.Fluently add and subtract within 10 4. Addition and subtraction of two-digit numbers (1) 5. Introduction to multiplication</p>	<p>Science Animal life cycles: What is the life cycle of an animal? (2 knowledge blocks) Block 1: animal timelines Block 2: how animals get their food Changing materials: Why do we choose materials to do certain jobs? (multiple context topic) Buildings</p>	<p>Geography Non-European contrasting country (Uganda) – General geographical knowledge, position and significance, UK and Global Step 1: Launchpad: Take a sensory walk through an African town. (Heaters might add to the effect) https://education.nationalgeographic.org/resource/africa-physical-geography Step 2: Question: How is where we live different to Uganda? And why? Step 3: Investigate (skills): How would we get to Uganda? What do maps tell us? How do I use an atlas? <i>Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</i> Step 4: Connect, compare and patterns: What would it be like to live in Uganda? What might we see in Uganda? What is a Ugandan child’s day like? How is it similar and different to ours? Step 4: Conclusions: How is Uganda similar / different to Romsey? Step 5: Communicate (Goal): Write to a Ugandan child, explaining what our local area is like and ask informed questions about Uganda. Vocabulary Skills: Predict, compare, contrast, similarities, differences, locality, identify, observe, route, north, south, east, west Human: town, village, factory, port, harbour, transport, Physical: deserts, swamps, mountain, forests, Savana</p>
<p>PE Creative – gymnastic-type activity -Perform actions and movement with control, coordination and variety with a clear start and finish. -Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves. -Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. -Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish Games – Co-operative activities -Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities. -Repeat and refine linked jumps; take part in a relay activity, showing an understand of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance. -Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance Creative – dance -Perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. -Link actions, remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance. -Suggest ways they could improve their work Athletic -Show awareness of opponents and teammates when playing games; perform basic skills of rolling, sending, receiving, striking with more confidence. -Apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics. -Describe how their body works and feels during games. -Work well collaboratively to improve their skills.</p>	<p>Year 2</p> <p>Autumn Term</p> <p><u>Contrasting Romsey to Uganda.</u></p> <p><u>Are we all different?</u></p>	<p>History Why did the Great Fire of London cause so much damage and what happened as a result? Step 1: Teacher motivates pupils to want to learn (the hook): create a soundscene Step 2: Pupils collect information in varied ways: timeline story, retell story as a class, firefighting gallery exercise Step 3: Pupils make sense of ideas and process the information Brainstorm causes, eye-witness accounts, compare picture sources with eyewitness accounts, history mystery cards Step 4: Pupils draw their own conclusions and demonstrate understanding: role-play scenarios, create their own eyewitness accounts, 'who said this?' Step 5: Pupils understanding is checked, developed and refined –addition of new information: how many people died? Step 6: Pupils create their final imaginative product: protest placards, plan a better London, commemorative plaques</p> <p>Music – Rhythm Games Listening and responding to music games: Harvest Performance opportunity Harvest Festival in Romsey Abbey African Songs – Call and Response – Kye Kye Kule Welcome Visitors Song – Uganda – opportunity for different to take the solo lead and dance and drum Listening to African children singing the 2 songs Performance opportunity Celebration Worship African Drumming – call and response rhythmic patterns – visit by African drum workshop – Performance opportunity Simple rhythmic patterns using crotchets and quavers Christmas Production – Performance opportunity Children learn how to use their voices in different ways to create different types of music and emotions eg. Lullaby, celebratory etc</p>	
<p>RE Concept: Creation Context: Who made the World? Enquire : Explain what the creation story tells Christians about God Concept: Incarnation Context: Why does Christmas matter to Christians? (digging deeper) Evaluate and Apply: Evaluate by thinking what lessons they and others might learn from the Christmas story</p>	<p>Art Ugandan inspired printing Examine Ugandan patterns/textiles with repeating patterns. Create printing blocks. Monoprinting – animals Goal: Children have created their own printing blocks after exploring a range of African patterns/textiles. Printing – print with a grown range of objects, identify different forms Pattern- experiment by arranging, folding repeating, overlapping, regular and irregular patterning, discuss regular and irregular Colour – begin to describe colours by objects Texture – textiles</p>	<p>ICT – Information Technology Google Slides presentation of recount of Hillier’s: Use technology purposefully to organise digital content. Link to show (text) make a poem/stanza link to picture: Use technology purposefully to manipulate digital content.</p> <p>PSHE (Jigsaw): Being me in my world Celebrating difference</p>	