

<p>English Spring Learning Journey 1 Text: <i>Poles Apart</i> by Jeanne Willis Outcome: a series of emails between Mr White and Percy the Penguin travelling the world short narrative</p> <p>Spring Learning Journey 2 Text: <i>Blue Penguin</i> by Petr Horáček Outcome: book review for website persuasive letter from Little Penguin</p> <p>Spring Learning Journey 3 Text: <i>Samson's Titanic Journey</i> by Lauren Graham Outcome: recount of visit to SeaCity Museum diary as Samson</p>	<p>Maths (NCETM) 5. Introduction to multiplication 6. Introduction to division structures 7. Shape 8. Addition and subtraction of two-digit numbers (2)</p>	<p>Geography The Poles – place knowledge compare and contrast Step 1: Launchpad: Tuff tray – Polar exploration? Step 2: Question: Would you rather live in the UK or the Arctic? Step 3: Investigate (skills): What is the weather like in countries near the Equator? How does the weather change as we move further from The Equator? What is it like in Oymyakon? Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Use sources such as maps, atlases, globes and images to identify the countries, continents and oceans studied at this stage. https://www.youtube.com/watch?v=X6BE4VcYngQ FLEXI: https://www.youtube.com/watch?v=K6DSMZ8b3LE Will it always be frozen in Oymyakon? Step 4: Connect, compare and patterns: Compare the UK to Oymyakon. Step 5: Conclusions: Would you rather live in Romsey or Oymyakon? Explain Step 6: Communicate (Goal): Share with parents 5 new facts you have learnt about Oymyakon. Vocabulary Skills: Predict, compare, contrast, similarities, differences, locality, identify, observe Human: Physical: beach, cliff, coast, ocean, valley, vegetation, equator, tropics, climate, continent Hot, cold, hotter, colder, Equator, North Pole, South Pole, weather patterns, global warming</p>
<p>PE Creative: Gymnastic type activities –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 – Invasion –Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. –Send, receive, strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. –Describe how their body feels during games. –Describe what they and others are doing through peer and self-assessment. FFS: creative – dance –Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. –Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space. –Describe basic body actions and simple expressive and dynamic qualities of movement. Games: net/wall, strike/field –Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. –Send, receive, strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. –Describe what they and others are doing through peer and self-assessment.</p>	<p style="text-align: center;">Year 2 Spring Term Poles Apart and Titanic Are we stronger together?</p>	<p>History Titanic: triumph or tragedy? Step 1: Teacher motivates pupils to want to learn and scopes the enquiry (hooks in) reconstruction relay Step 2: Children collect information in interesting and varied ways listen to Titanic story, interpret and sequence pictures Step 3: Children make sense of ideas and process the information compare what different classes of passenger might have said about Titanic's facilities and match these to images of different passengers Step 4: Children draw their own conclusions, making their own meaning begin to consider why Titanic sank via a History Mystery exercise Step 5: Their understanding is checked, developed and refined by the addition of new information examine pictorial interpretations of the sinking via a picture gallery and grid Step 6: Pupils create their final, imaginative product debate what they think is the best way to commemorate Titanic and the people who died when she sank</p>
	<p>Music – Rhythm games Listening and responding to music games: Toby's Ark, a sea voyage around the world, linked to the titanic. Sing contrasting songs that tell the story of the journey of Toby's Ark. Performance Opportunity to parents and school: .Play a 3 part percussion piece as a whole class. Compose a piece of storm music using body percussion, exploring how they can make sounds which are softer and louder, understanding the musical term crescendo and diminuendo. Listening to Return of the Fishing Boat – Shuhua lou, link to India – Tigers, Pan Flute Armonia Song – link to South America – Kinkajou Benjamin Britten's Storm Interlude from Peter Grimes – link to the storm music in Toby's Ark – children draw storm pictures while listening to the music</p>	<p>Titanic pop up books. Explore and use sliders / levers in books. DT – Pop up books Explore and use sliders / levers in books. Generate ideas from their own and others' experiences. –Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. – Use models, pictures and words to describe my designs. – Plan by suggesting what to do next as ideas develop. Make a product that uses movement. (Pop up books) – Develop ideas by shaping materials and putting together components. –Select appropriate tools, techniques and materials, explaining my choices. – Use accurate measurements in cm. –Use scissors precisely when cutting out. – Know that the product needs to be made from the materials that are suitable for the job. – Use a number of materials with strong joints. Evaluate their ideas and products against design criteria. – Identify what they could have done differently and how they could improve their work in the future. Technical Knowledge: – Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. – Make structures stronger by folding, joining or by shape (columns, triangles.)</p>
	<p>RE Concept: Remembering Concept: Passover Pack Evaluate and Explain Evaluate by describing the value or importance of <i>remembering</i> Passover for Jews Concept: Salvation Context: Why does Easter matter to Christians? (Digging deeper) Evaluate and Apply Explain if and why forgiveness is or isn't important for people today</p>	<p>PSHE (Jigsaw) Dreams and goals Healthy me ICT – Computer Science code.org –Understand that algorithms are implemented as programs on digital devices –Understand that programs execute by following precise and unambiguous instructions –Debug simple programs –Use logical reasoning to predict the behaviour of simple programs Stop motion animation – Titanic –Use technology purposefully to organise digital content –Use technology purposefully to manipulate digital content</p>
		<p>Art Recycling sculpture – Eddie Martinez (exemplar moodle planning) Form – awareness of natural and manmade forms, expression of personal experiences and ideas, to shape and form from direct observation, decorative techniques, work and that of other sculptors Texture – Overlapping and overlaying to create effects Colour – begin to describe colours by object, using colour on a large scale.</p>