

Wonderful Winter

Term 2 2019

The final showdown!

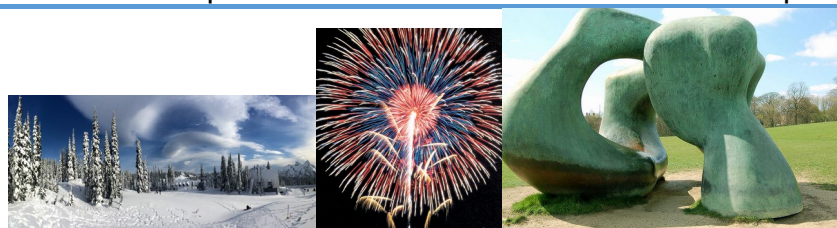
Christmas Nativity
Tree sculpture.

The BIG Questions...

Can we notice changes in the weather? How do we report the weather?

What significant events do people observe at this time of year?

What is sculpture? Can we create our own sculpture?



Henry Moore

Lead story and others...

Bear Snores On
The Snow Bears

Opportunities for visits, visitors and outdoor learning...

- Outdoor walks to look at the changes taking place in the school environment. Explore, observe and record the ongoing changes.
- Visit to the WWI trench.

Key Skills and Knowledge

Possible activities

History

As historians we will...

- Know and recount events from stories about the past

Remembrance Day. Poppy making and a visit to the WW1 trench.

Geography

As geographers we will...

- Human and Physical - Identify seasonal and daily weather patterns in the United Kingdom
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Outside walk to look at effects of seasonal change and weather patterns.

Recognise the 4 countries of the UK using maps, atlas, globes.
Watch weather reports
Create own weather report (video using ipads)

Science

Seasonal change

As scientists we will...

- To observe changes across the four seasons.
- To observe and describe weather associated with the seasons and how day length varies.

Vocabulary

Seasons; spring, summer, autumn, winter

Year, month, days

Hot, warm, mild, cold

Sunny, cloudy, rain, sleet, snow, hail, thunder, lightning, rainbow

Wet, damp, dry

Windy, breezy, gust

Temperature

Degrees Celsius

Thermometer

Weather vane

Anemometer

Regular outside walks to observe and photograph the seasonal changes, to monitor rainfall and direction of the wind.
Look at weather reports and the symbols used to represent different weather conditions.
Create our own symbols and weather reports.

	<ul style="list-style-type: none"> • To ask simple questions and recognise that they can be answered in different ways. • To observe closely using simple equipment and measurement. • To perform simple tests. • To identify and classify. • To use their observations and ideas to suggest answers to questions. • To gather, record and communicate data and findings to help answer questions. • To use scientific language and read and spell age-appropriate scientific vocabulary. • To begin to notice patterns and relationships. 	
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • I know what being a good friend is. • I know what to do if I feel angry. • I know what to do if I am being bullied. 	<p>Circle time Role play</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> • understand and explain which religious festivals are celebrated at this time of year including: <ul style="list-style-type: none"> ◦ Christmas - Christianity ◦ Diwali - Hinduism ◦ Hanukkah - Judaism 	<ul style="list-style-type: none"> • prepare, rehearse and perform the Christmas play. • make Diwali lanterns. • explore, colour and create rangoli patterns. • make and play a dreidel game.
Art	<p>As artists we will...</p> <p>Colour</p> <ul style="list-style-type: none"> • mix different colours: sort, select and discuss different colours <p>Drawing -</p> <ul style="list-style-type: none"> • Draw on different surfaces with a variety of media • Begin to control the types of marks they make with the range of media. • Texture and textiles - Use appropriate language to describe colours, media, equipment and textures. <p>Painting -</p> <ul style="list-style-type: none"> • Experiment with a variety of media when painting –e.g. different brush sizes and tools. • Begin to control the types of marks made with the range of media. • Start to mix a range of secondary colours, moving towards predicting resulting colours as we create firework scenes <p>Sculpture</p> <ul style="list-style-type: none"> • Explore sculpture through: 	<ul style="list-style-type: none"> • create a fireworks paint picture using cardboard tubes to mix paint. • take tree rubbings using crayons to highlight the different textures created by barks. • use clay, twigs and tools to sculpt a 'winter tree'

	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay and salt dough. • Shape and model materials for a purpose. • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques. • Use tools and equipment safely and in the correct way. <p>Focus artist = Henry Moore</p>	
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> • Identify computers around me. • Explain where computers are used at home and in school. • Know what the inside of a computer looks like. <p><u>E- Safety</u></p> <ul style="list-style-type: none"> • - Saying nice things (email / social communication) • - Personal / private information • - Internet rules • - Protecting identity 	<p>Search the classroom for computers.</p> <p>Role play</p> <p>A nice email to Mr. Pollock</p> <p>Poster</p>
British Values	<p>As Wentworth citizens we will...</p> <p>Tolerance of others including religion</p> <ul style="list-style-type: none"> • Teach about different faiths and religions. See RE curriculum. <p>Mutual Respect</p> <ul style="list-style-type: none"> • PSHE –What is respect? How to be kind to others. • PE –Find a space and respect others right to a space. <p>Rule of Law</p> <ul style="list-style-type: none"> • PE –Safety rules. 	See related subjects
P.E.	<p>As sports stars we will...</p> <p>Dance -</p> <ul style="list-style-type: none"> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. I can make up a short dance. • I can move safely in a space. • I can develop control of movement using: <p>Actions (WHAT) –travel, stretch, twist, turn, jump</p> <p>Space (WHERE) –forwards, backwards, sideways, high, low, safely showing an awareness of others</p>	<p>Fireworks movement and dance</p> <p>Christmas production dance</p>

	<p>Relationships (WHO) –on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) –slowly, quickly, with appropriate expression.</p> <ul style="list-style-type: none"> • I can move spontaneously showing some control and coordination. • I can move with confidence when walking, hopping, jumping, landing. • I can respond to own work and that of others when exploring ideas, feelings and preferences. <p>Games</p> <ul style="list-style-type: none"> • I can throw underarm. • I can move and stop safely. • I can throw and catch with both hands. • I can throw in different ways. • I can coordinate my throwing and catching. • I can work cooperatively in a team. 	
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> • Copy a simple rhythm by clapping, using vocal sounds and percussion instruments. • Play and sing sounds in response to simple graphic notation. • Choose vocal and body percussion sounds as a whole class to compose simple soundscapes • Join in with whole class and assembly singing. • Attempt to project their voice and sing in tune with others. • Remember some words to songs, chants and rhymes. Able to follow the teacher when unsure. 	<ul style="list-style-type: none"> • take part in 'copy the leader' games with vocal sounds and percussion instruments. • Sing 'Ghost of Tom' using expression. • Create a whole class composition based on 'Journey To A Spooky House'. Use graphic notation and vocal sounds. • Follow a graphic score using percussion instruments based on fireworks. Choose appropriate sounds. • Learn and perform a range of festive music.