



## Skills

Communicate clearly
Collaborate with others
Apply knowledge to new situations
Make judgements and decisions
Ask questions
Solve problems
Metacognition
Reflect
Adapt to change
Manage goals and time
Take risks
Self-direct learning
Persist despite setbacks
Be curious
Manage projects
Guide and lead others
Access and evaluate information
Analyse media
Create media products
Apply technology effectively
Perform in front of a group
Use tier 2 and tier 3 vocabulary

## Key Concepts

History	Geography
technology	place and space
legacy	sustainability
trade	travel and transport

## Supplementary Documents

Knowledge Organiser – Jet, Set, Go!  
 Science MTP- Animals including Humans  
 Science Knowledge Organiser – Animals including Humans  
 History and Geography Key Questions and Concepts  
 Knowledge Organiser – Year 2 Art  
 Purple Mash Planning Materials  
 PE MTP

## Spaced Retrieval of Prior Learning

Year 1 – Life Beside the Sea  
 Year 2 – Fire! Fire!

## Linked Text: Meerkat Mail



## Linked Art: Indigenous Art



## Curriculum Learners

- ❖ **As historians**, we will look at changes within living memory (How has travel changed/developed over time Steam train – electric/diesel. We will learn about events beyond living memory (the first plane flight. Where did this happen?) and the lives of significant individuals in the past (Amelia Earhart)
- ❖ **As geographers**, we will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (using basic geographical vocabulary). Devise a simple map; use and construct basic symbols in a key. We will understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting non-European country  
 We will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ❖ **As artists**, we will learn about the work of an artist studying the linked art and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ❖ **As product designers**, we will design and make purposeful products evaluating against design criteria (design, build and evaluate a new invention).

## Additional Curriculum Learners

- ❖ **As explorers of faith**, we will study Unit 2.2: Believing.
- ❖ **In computers**, we will use Purple Mash to study Unit 2.4 Questioning (Science), Unit 2.6 Creating Pictures and Unit 2.7 Making Music.
- ❖ **As musicians**, we will make and combine sounds using the inter-related dimensions of music. We will make African style music.
- ❖ **As physically active pupils**, we will develop skills in Dance and throwing and Catching.
- ❖ **As explorers of relationship education**, we will explore what makes a good friend, what is bullying and why is there so much suffering? **Value - Faith**

## Tier 2 Vocabulary

absorb attention categorise clear connect diagram education alternative  
 example explain fraction graph likewise innovate mood noticeable organise rank recall  
 reflect select study successful syllable tense table

## Hook Event

Classroom as an airport – travel to different continents (food, animals, culture)

## Enrichment

Walk around our local environment  
 Trip – Yorkshire Wildlife Park