

<p><b>Starting point:</b> A mystery basket has appeared in the year 2 corridor... Where could it be from? What is in it?</p> <p>Hawaiian Luau activities</p>	<p><b>School Values - What values will be covered in this topic?</b> <b>Creative Cristoph-</b> The children will have to design and create their own Island <b>Teamwork Trio-</b> The children will have to work in teams to present their work to parentst</p>	<p><b>Subject areas/cross curricular links to be covered:</b></p> <p>English, Mathematics, Computing, Geography and Art</p> <p>See topic connections overview</p>	
<p><b>Motivation - How will the children be/feel motivated?</b></p> <ul style="list-style-type: none"> <li>- Children to visit Isle of White</li> <li>- Children to have a view of Portsmouth</li> <li>- Children to create own island</li> <li>- Children to present own town to parents</li> </ul>	<p><b>British Values:</b> <b>Democracy</b> - We work in teams to produce a common aim. <b>The Rule of Law</b> - We understand that there are consequences to our actions and the choices we make. <b>Mutual Respect</b> - We respect others ideas and beliefs.</p>		
<p><b>Multicultural/Community cohesion:</b></p> <ul style="list-style-type: none"> <li>- Look at another country</li> <li>- Compare human and physical features</li> <li>- Value other cultures and places in the world</li> <li>- Understand to respect nature and the natural environment</li> </ul>		<p><b>PE/Dance:</b> Real PE Country dancing (see individual plans)</p>	<p><b>Music:</b> (JG unit plans)</p>
<p><b>End product - what will the children achieve?</b> Design and create our very own Island! Using the knowledge they accumulate about human and natural features of islands, in teams the children will build their very own island using papier mache, paint and sculpture. The children will present information about their island to parents.</p>	<p><b>R.E. (See unit plan)</b> <b>1. CONCEPT: REMEMBERING (someone special)</b> Krishna - he is special to Hindus- Hindu Week <b>2. CONCEPT: SYMBOL</b> The Star as a symbol of guidance</p>	<p><b>SEAL/PSHE/Citizenship:</b> New beginnings Getting on and falling out Say no to bullying Citizenship - what improves/harms the local environment. Money comes from different sources.</p>	

<p><b>VALUES - How/when will these be taught?</b>  <b>Captain Challenge:</b> Children will learn new skills such as presenting work on a power point and develop the confidence to have a go.  <b>Motivation Mike:</b> Children will work in different groupings and teams, not with their friends. They will still be expected to maintain a high standard of work and develop relationships with different members of the class.  <b>The Teamwork Twins - Support and Sharing:</b> Through working in different groupings children will be encouraged to work as a team but do their share of the work. Children will be encouraged to share any information they have found out or already know especially about countries of the world and the locality.</p>	<p><b>Geography:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>✓ name and locate the world's seven continents and five oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>✓ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country             <ul style="list-style-type: none"> <li>○ Using knowledge from human/physical using vocabulary children to compare similarities and differences between Portsmouth &amp; Hawaii</li> </ul> </li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>✓ use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
<p>SEAL/PSHE/Citizenship LO:          Belonging - I feel safe and content within my class.          I know that I belong to a community.          Self awareness - I feel good about my strengths.          I can tell you that I am the same/different from my friends.          Managing my feelings - I know some more ways to calm myself down when I feel scared or upset.          Making choices - I know some ways to solve a problem.          Understanding others feelings - I can tell if other people are feeling sad or scared and know how to make them feel better.</p>	

Subject skills (Learning objectives) - Continued

**Art:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the
- differences and similarities between different practices and disciplines, and making links to their own work.

**SKILLS FOCUS: Form**

- Awareness of natural and man-made forms
- Expression of personal experiences and ideas
- to shape and form from direct observation (malleable and rigid materials)
- decorative techniques
- Replicate patterns and textures in a 3-D form
- work and that of other sculptors

**ICT:**

- To use the internet safely
- To keep safe on the internet, cyberspace etc

**Useful Websites**

<http://www.vthawaii.com/>

<https://www.airpano.com/360Degree-VirtualTour.php?3D=Hawaii-USA>

<https://www.theguardian.com/childrens-books-site/2015/sep/13/top-10-islands-in-childrens-fiction>

<http://kinderart.com/sculpture/>

<http://www.calder.org/>

<http://www.bbc.co.uk/programmes/p02rp0x5/p02rp02s>

[https://uk.pinterest.com/search/pins/?q=form%20sculpture%20natural&rs=typed&term\\_meta\[\]=form%7Ctyped&term\\_meta\[\]=sculpture%7Ctyped&term\\_meta\[\]=natural%7Ctyped](https://uk.pinterest.com/search/pins/?q=form%20sculpture%20natural&rs=typed&term_meta[]=form%7Ctyped&term_meta[]=sculpture%7Ctyped&term_meta[]=natural%7Ctyped)

[https://uk.pinterest.com/search/pins/?q=form%20sculpture%20man%20made&rs=typed&term\\_meta\[\]=form%7Ctyped&term\\_meta\[\]=sculpture%7Ctyped&term\\_meta\[\]=man%7Ctyped&term\\_meta\[\]=made%7Ctyped](https://uk.pinterest.com/search/pins/?q=form%20sculpture%20man%20made&rs=typed&term_meta[]=form%7Ctyped&term_meta[]=sculpture%7Ctyped&term_meta[]=man%7Ctyped&term_meta[]=made%7Ctyped)

Date	Topic	Arts	ICT	Circle Time
WB 11.9.17	<p>Lesson 1: HOOK: Parcel arriving from Hawaii - children to guess the country. Hawaiian Luau activities in each classroom:</p> <ul style="list-style-type: none"> <li>• Mocktail making</li> <li>• Lei making</li> <li>• Coconut shy and limbo</li> <li>• Hawaiian dancing and hula</li> </ul> <p>(Photos in books)</p> <p>Lesson 2: What do they already know? What do the children want to know? (Recorded in books)</p> <p>As a class explore google maps and identify where UK is on their map. How can they describe where Portsmouth is? How can we find Hawaii? How far away are they? (Discussion)</p>	N/A	Logging in & bug club	SEAL - New beginnings
<p>WB 18.9.17  <b>PORTSDOWN  HILL TRIPS</b></p> <p>21/9/17  Toucans &amp; Parrots</p> <p>22/9/17  Puffins &amp; Flamingos</p>	<p>Lesson 1: L.I. I can find and label the world's Oceans on a map. Remind children of where Hawaii is on a map. Ask how we would get there? If we flew, what countries could we fly over? If we took a boat, what oceans would we sail over? Children to label map with countries/contients and oceans and describe how we would get there by boat or plane. Ask children to explain why we couldn't get there on a train or in a car.</p> <p>Lesson 2: L.I. I can explore human and physical features of islands Have some items to sort that we might find on a beach (shells, wood, stones, plastic bottles, crisp packets, toothbrush, etc...). Ask children how they have sorted them? Can we sort them into things that we might find naturally on a beach and things that people might have left there (use sorting circles and photos in books for maths evidence). Talk about why these might be on a beach. *Shells from sea creatures, pebbles from the sea...) Why do people leave things on the beach that shouldn't be there?</p> <p>What other things might we find along the coastline that would be there naturally and that might be left by humans? Show some pictures/have</p>	<p>LI: I can find information about an artist</p> <p>Anthony Gormley;  Barbara Hepworth;  Alexander Calder  and Dale Chihuly.</p>	E safety - how can we stay safe on the internet	SEAL - New beginnings

	<p>pictures on table for children to explore. Write up any key vocab that children do not know any explain what words mean. Should people build/make things along the beaches and on islands?</p> <p>Second sorting activity using sorting circles (drawing in books) children to explain why they have put things in each place.</p>			
<p>WB 25.9.17 IOW Trip Explore Portsmouth coastline from Ryde.  CHILDREN TO UNDERSTAND WHAT MAKES AN ISLAND SPECIAL.</p>	<p>L.I. I can research an Island Children to create notes on Hawaii/Portsmouth or IOW and include key information. Using information/ipads children to use subheading and bullet points to write information into books.</p> <p>L.I. I can create a non-fiction text about an island Children to use their English skills to create a poster/non fiction text of their choice.</p>	<p>explore natural and man-made forms.  See website links to pinterest.</p>	<p>E safety - how can we stay safe on the internet</p>	<p>SEAL - New beginnings</p>
<p>WB 2.10.17</p>	<p>L.I. I can compare and contrast Portsmouth and Hawaii Look online at Virtual tours (book ipads?). Children to draw maps of Portsmouth and Hawaii labelling the different human and physical features of the two islands. Explain some of the differences between the two islands.</p> <p>Lesson 2: I can design my island Children to design their island in a group to begin making with papier mache. Design to be recorded in books with explanation of key features.</p>	<p>Design our own feature - use man made features found in Portsmouth as basis - ch to design their own castle, lighthouse or tower. Think about colours.</p>	<p>E safety - how can we stay safe on the internet</p>	<p>SEAL - New beginnings</p>
<p>WB 9.10.17</p>	<p>Designing and making island.</p>	<p>Children to create clay sculptures to go on their islands.</p>	<p>Writing emails</p>	<p>SEAL - New beginnings</p>
<p>WB 16.10.17</p>	<p>Designing and making island.</p>			<p>SEAL - New beginnings</p>