

Literacy

- The Last Stop on Market Street - Narrative writing
- The Journey Home - Persuasive letters

Speaking and Listening:

- Main skills to acquire: Listening and understanding, speaking/presenting, social interaction, creativity, and vocabulary.
- Listening and understanding - Ask questions to show active listening.
 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.
 - Social interaction - Understand the need to talk in a different way to different people
 - Social interaction - Sometimes take on the role of leader.
 - Creativity - Develop a story from a starting point.
 - Vocabulary - Use words from one experience to link to other experiences.

History

Significant Individuals: Henry Ford - Cars: Find out about how Henry Ford produced cars. What did he do? How did he do it? When was it? Where? Etc. Look at cars through the past and over time, how have they changed? Look at how cars have changed from then and now.

Remembrance Day. Stonehenge, Mary Anning - fossils.

Art

Watercolor Pictures - picture of animals: Look at the pictures of the book that have been drawn and painted in watercolours. Discuss and investigate how to use watercolours, adult to model and show the children how to use them. Allow children to experiment with watercolours. Children to draw and paint different animals and create pictures of different animals.

Remembrance Day pictures. Sketching views on travel.

Design and Technology

Making a vehicle: Explore and investigate different types of vehicles. Look at and observe the different parts of a vehicle including wheels, axle.

Design a car to go on a specific journey, think about what vehicle would be suitable for each journey e.g., jeep for a safari, car for a beach trip. (Barnaby Bear- journeys of different types/transport).

Investigate the different materials and tools that are needed to create and make these vehicles. Use and investigate using saws to cut wood, different ways of piercing holes for wheels, joining the different materials together etc.

Numeracy: White Rose (if appropriate)

Time: Link time to the journey. When did they leave? How long to get to the grass? Etc.

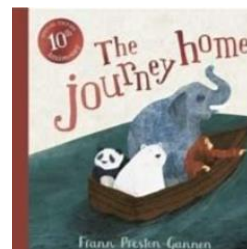
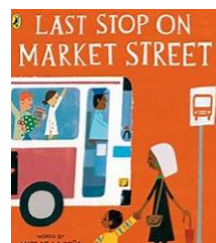
Tell and write time to the quarter hour and draw hands on the clock.

Tell and write the time to five minute intervals and draw hands on the clock.

Calculate time durations of whole hours, half hours or quarter hours.

Compare and sequence intervals of time e.g. days and months, minutes and hours.

Where will you go?



Ongoing curriculum

PSHE: Jigsaw. Courage, perseverance, overcoming obstacles, family & relatives.

Music: Kapow unit: Call and response (Animals)

RE: What do Jewish people believe about the Torah?

PE: Obstacle course - gymnastics equipment. Obstacle course. Orienteering. Dance (Have previously done with reception.)

Esafety: Active Bytes - 'I am kind and responsible' - Reporting/ Supporting and Evaluating

Science: Animals.

Recap Animals from Year 1 - naming animals, carnivore/herbivore/omnivore, describe external features. Link this to the animals that are in the story and use this to create drawings and watercolour paintings of different animals found in each place.

Find and describe the basic needs of animals including humans for survival (water, food and air). Look at animals in the story and how they get what they need in each place.

Make observations of growth in humans and animals in the story and then extend to other animals and plants that could be in different setting. Match offspring to animals including humans.

Explore and compare the differences between things that are living, dead and things that have never been alive. Look at the different places that are in the story and identify these things e.g., dead leaves, living animals, never been alive things like the bags that they take on the journey etc.

Weather. Forest Animals. Seasons. Minibeasts. States of matter.

Geography

UK physical feature - forests, beaches, rivers, **caves**. Talk about what all these are and where they are found. Look at other places around the world that could be used for innovating and inventing the story. Create a 'going on a bear hunt' map.

Barnaby Bear - visits above places.

Cultural awareness

Family, leisure outings: Talk about the bear hunt story being a journey that a family went on. What other leisure activities do we do in this country? Explore ideas. Look at how other countries around the world and the leisure activities that they carry out. (Barnaby Bear- leisure & safety-what would happen if BB got lost?)

Computing

Sorting my animals (Data Handling / Core): Use branching database to identify animals. Talk about types of data, make a paper decision tree. Use a branching database online. Generate questions to be answered. Collect, record and present data. Compare different ways of presenting information. Talk about how the branching database was made and make a paper decision tree. Collect and present data on habitat of animal using a chart.

