

## 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 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.

Junk modelling a house.

## Mathematics:

### White Rose

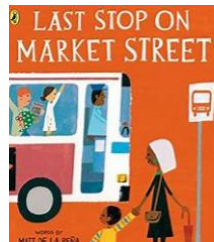
Number: Place Value to 50.

Geometry: Shape

### Mastering Number

Composition & Comparison

# Where will you go?



## Ongoing curriculum

**PSHE: Jigsaw.** Jigsaw puzzle 1: Being Me in My World  
Courage, perseverance, overcoming obstacles, family & relatives.

**Music:** Kapow unit: Call and response (Animals)  
Making a journey. Going on an outing. Making music - transport.

**RE:** What do Jewish people believe about the Torah?  
Judaism Belief: Torah, God and Covenant

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

**Online safety: Active Bytes (to be done the first week back)**  
'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 Last Stop on Market Street 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.