

Durham Lane Primary School: Topic Planning Year B

Topic: Treasure Island

Term: Summer 2

Class:

Teacher:

Subjects	Objectives	Skills	Activities/ Tasks
Geography	<p>1a. name and locate the world's seven continents and five oceans</p> <p>2. 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</p> <p>3b. use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>4a. 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</p> <p>4b. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> • Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make simple comparisons between features of different places. <p><u>Direction/ Location</u></p> <ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) – Year 1 • Follow directions (as Y1 and NSEW) – Year 2. <p><u>Drawing Maps</u></p> <ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph). <p><u>Using Maps</u></p> <ul style="list-style-type: none"> • Recognise that it is about a place. • Use a plan view. • Use an atlas to locate places. <p><u>Scale/ Distance</u></p> <ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). <p><u>Style of Map</u></p> <ul style="list-style-type: none"> • Picture maps, globes and atlas. • Find land/sea on globe. • Use teacher drawn base maps. 	<ul style="list-style-type: none"> • To understand what a pirate is and what pirates used to do. To understand they travelled the oceans. • To revise the seven continents and five oceans that they have looked at through previous topics. Make sure they are confident in naming and locating them. • The make sure children understand basic geographical vocabulary. • To use maps and atlases to find the United Kingdom and recap on the countries that make up the United Kingdom. • To look at treasure maps that pirates used to use. Children to draw their own treasure map with a key and compass directions. To then write instructions to get to their treasure. Could also link to ICT and using the Beebots. • Make sure children have access to maps, atlases and globes to locate countries and continents throughout the topic. • To compare Eaglescliffe with a contrasting non-European country. Could do a day in the life of a child in Eaglescliffe and • Thinking skills activity – to have a picture of a map that children have to remember and use good communication to recreate the map in groups. • To come to school dressed as a pirate and have a pirate themed day.
Art	<p>1. To use a range of materials creatively to design and make products.</p> <p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><u>Exploring/ Evaluating and developing ideas</u></p> <ul style="list-style-type: none"> • Work from observations and known objects • Use imagination to form simple images from given starting points or a description • Ask and answer questions about starting points for their work • Develop and share their ideas, try things out and make changes • Begin to think what materials best suit the task <p><u>Texture (textiles and collage)</u></p> <ul style="list-style-type: none"> • Collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour • Choose materials based on colour, texture and shape • Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • Arrange and glue materials to different backgrounds - fold, crumple, tear and overlap papers • Develop skills of overlapping and overlaying to create effects • Create textured collages from a variety of media • Use various collage materials to make a specific picture <p><u>Form (Sculpture)</u></p> <ul style="list-style-type: none"> • Use both hands and tools to build 	<ul style="list-style-type: none"> • To create a mixed media collage of a desert island. <ul style="list-style-type: none"> - To experiment by using sand, fabric, different types of paper etc. - To discuss overlapping and overlaying materials to create different effects. • To build a pirate ship using junk material. <ul style="list-style-type: none"> - To use a range of materials to construct their ship. - To design it first, thinking carefully about the materials they would need to create it and the different features it would need. - To experiment with ways to join parts of their model and how to make these joins stronger (purpose).

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		<ul style="list-style-type: none">• Cut shapes using scissors• Make simple joins by manipulating modelling material or pasting carefully• Construct to represent personal ideas• Use materials to make known objects for a purpose i.e. puppet• Able to shape and form from direct observation• Use a range of decorative techniques: applied, impressed, painted, etc• Construct from found junk materials• Awareness of natural and man-made forms and environments• Expression of personal experiences and ideas in work• Begin to form own 3D pieces	
Writing			<ul style="list-style-type: none">• Application for a job on a pirate ship• Writing a message in a bottle• Creating an adventure story about a pirate• Write a poem using the starting line If I was a pirate....