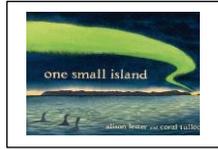
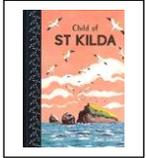


English: A Child of St Kilda by Beth Waters. One small Island by Alison Lester.



Reading: To explore reading skills based on the above text drivers. To explore factual non-fiction texts.

Writing: To develop writing skills and grammatical knowledge based on different genres. To write diary accounts, non-chronological reports and narratives using the text drivers as a stimulus.

Physical Education:

Cricket skills and outdoor games. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending.

Religious Education: Food rituals

Describe foods that are special to them. Describe how different foods are important to different people. Describe why some foods are special. Describe what Christians think about when they share their special food

Modern Foreign Languages:

To be able to say where we live and know the cities of the UK. Tu habites où? Quelle est la capitale de?

DISCOVER: History (Curriculum support)

To learn about Britain's settlement by Anglo-Saxons and Scots.

To discover some of the local history and culture of the Isle of Wight. Gain historical perspective and develop knowledge from different contexts, understanding the connections between local, regional, national and international history. Learn about changes within living memory and significant historical events, people and places in their own locality, such as Alfred Lord Tennyson and his literary influence. To continue to develop a chronologically secure knowledge of history. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

EXPLORE: (Curriculum Focus)

Geography: Settlements

To understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom. To identify key human features and key physical features. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. To use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. To locate the world's countries, using maps concentrating on environmental regions, key physical and human characteristics, countries, and major cities. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region of South America. To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Mottistone Manor Class Years 2/3/4/5



Community, Sustainability, Trust, Change

PSHE:

Year 2: **Living in the Wider World > Rules, Rights and Responsibilities:** Our ideal classroom (1), Our ideal classroom (2), When I feel like erupting
When someone is feeling left out, Getting on with others, Basic first aid.

Year 3/4/5: **Living in the Wider World > Rules, Rights and Responsibilities:** How do we make a difference?, In the news!, The people we share our world with, Safety in numbers, That is such a stereotype!, Basic first aid.

Mathematics:

Year 2: Measure -Length and height, Position and direction, Consolidation and problem solving.

Year 3: Number bonds to 100, Measure -Length and height, Fractions, time.

Year 4: Number bonds to 100, Decimals, Money, time.

Year 5: Decimals and percentages, Position and direction, Consolidation and problem solving

STEAM

Science: Living things and their habitats.

Pupils to know the difference between living, never lived and dead. To know that living things move, grow, reproduce and consume. To know that animals are adapted to their environments. To know the difference between herbivores/carnivores/omnivores. To know that animals can be classified into different groups and they have unique differences. To know that living things are divided into kingdoms.

Design Technology: Design a bag/rucksack to explore a favourite part of the island: Sailing bag, picnic bag for walks, artist bag for materials/paints, etc. Pupils to discover how to design and make their own bags learning how to effectively cut a pattern from a paper template/model/prototype. Pupils learn how to sew, join, attach and decorate their bags. Pupils evaluate their completed bags and suggest ways forward to improve their designs.

Computing: Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.

CREATE: (Curriculum Support)

Art: -To Use sketchbooks to collect and record visual information from different sources, to record observations, to plan, try out ideas, to plan colour themes, collect and source material for future work. To use sketchbooks to review and revisit ideas.

Music: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.