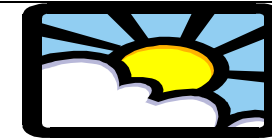


Belfield CP School

Medium Term Plan



Subject: Science		Term: Autumn 2			Year: Two			
Topic: An Island Home		Teacher: Mrs Helen Crompton						
SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Unit 3	1	<p>To identify Human and physical features of a place.</p> <p>Identify how and Island is different than a Mainland.</p>	<p>Read Katie Morag and the two grandmothers.</p> <p>Go back read the story again explaining the meaning of various new words. (See vocab. list)</p> <p>Use an atlas to show the pupils the location of Scotland and the Western Isles.(including where Isle of Stray is supposed to be) Show them the Isle of Struay quick presentation http://www.thelighthouseforeducation.co.uk/clicker/stallingborough/theIsleOfStruay.swf Going through the different areas, showing that it is a real place.</p> <p>Ask the pupils to identify suitable words to do with physical and human landscapes in Struay and put into words into two columns one for physical and one for human.</p> <p>Help the children to draw a quick map in their books of Struay, and mark on the</p>	<p>List in books of physical and human features.</p> <p>Map in books</p>	<p>TA Katie Morag book.</p>	<p>Map Grid Island Holiday Mainland Left Right Journey Bay Loch Bog Pier Jetty</p>	<p>Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.</p> <p>Literacy</p>	<p>Art Literacy</p>

			places mentioned in the story, eg Grannie Island's home, the show field, Boggy Loch. Celebrate pupils work					
Unit 3	2	Identify types of transport. Know how an environment changes.	Read through story again. Discuss the transport used to get around the Island of Struay and what transport we use and why. Pupils draw and label the types of transport used in Struay e.g. boat, tractor, lorry and walking. Those more able write sentences about why these forms of transport are suitable. Further discussion as to what they would do if they wanted to go to another country, would there be an airport on the Island? And how they would get there?	Labelled pictures and writing in books, about transport.	TA Katie Morag book. Pictures of transport.	Jetty Tractor Fishing Boats Car Walking Aeroplane	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13. Literacy 1, 2, 3, 6, 7, 8.	Art Literacy
Unit 3	3	Be able to follow set routes, using directions and distances.	Ask the pupils how they got to school this morning, their route. Give as an example a fictitious route that I have walked. Choose one pupil and ask them to give an accurate description as possible to how they got to school recap on rights and left and how to tell the difference, what they pass. Get the pupils to work with a partner and tell their partner how they got to school. Explain what we are about to do, the	Class and Individual Q&A around the class. Answers to Daniel's Journeys.	TA Copies of Map B. Daniel's journeys instruction sheets.	Route Left Right Directions Bridge House Village Hall School Farm Pier Jetty	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13. Literacy 1, 2, 3, 6, 7, 8.	Literacy Numeracy

			<p>ensure that all pupils know what the different places are for example the Jetty and Pier. Using the Map B, follow the instructions as a class for Daniel's Journeys red route.</p> <p>Pair up the pupils, less able with more able, to complete the other routes.</p> <p>Check the answers pupils have, if necessary working through some of the routes to check answers.</p>					
Unit 3	4	Know that there are different forms of maps and be able to use grid references.	<p>Recap on last weeks map work.</p> <p>Ask the pupils to look at Map A and to tell me what they see different (Grid) Tell the pupils what the grids help find different areas quickly and easily by looking at a larger area.</p> <p>Using an enlarged version demonstrate how to use the grid, then using a sticky cross place the cross in different grids and ask the pupils to come up and show me how they have reached the answer they have.</p> <p>Using the 'Grid References' sheet, work through question one together, first of all recognising the grid reference in the question and then the particular place they have been asked to find.</p> <p>Pair up the pupils, less able with more able, to find the other grid references.</p>	<p>Class and Individual Q&A around the class.</p> <p>Answers to the grid references.</p>	<p>TA Copies of Map A</p> <p>'Grid References' sheet.</p>	<p>Grid Reference</p> <p>Directions</p> <p>Bridge</p> <p>House</p> <p>Village</p> <p>Hall</p> <p>School</p> <p>Farm</p> <p>Pier</p> <p>Jetty</p>	<p>Oracy</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.</p> <p>Literacy</p> <p>1, 2, 3, 6, 7, 8.</p>	<p>Art</p> <p>Numeracy</p> <p>Literacy</p>

			Check the answers pupils have by using the enlarged version for extra recap on method.					
Unit 3	5	Recognise that the world extends outside their locality And distinguish similarities and differences and communicate them.	Recap on week one's work about the physical and human landscapes in Struay. Tell the pupils that we are going to make a collage of pictures of different things from Struay and different things from Manchester where we live. Get a list of what different things we would like on our collage e.g. boats, buses, aeroplanes, railways, mountains, sheep, rivers, Post Office, houses... Discuss what we would find in Manchester and in Struay and if they could be in both, Sort out what tables are doing which pictures. Let the pupils know that they have next week to finish the collage pictures. (Pictures can be just drawings or collage with different materials, initially do them as drawings then with staff help choose some materials to stick on various areas.) Celebrate pictures so far.	Q&A Pictures so far.	TA Collage materials Photos of local area.	Island Holiday Mainland Left Right Journey Bay Loch Bog Pier Jetty Post Office Houses Airport Railway	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13. Literacy y 1, 2, 3, 6, 7, 8.	Art Literacy
Unit 3	6	Recognise that the world extends outside their locality And distinguish similarities and differences and	Recap on last weeks work, remind pupils what pictures that they are doing using list from last week. Remind pupils that they are to draw and colour the picture first of all then collage materials may be stuck on later if they wish.	Q&A Collage	TA Collage materials Photos of local area. Computer	Island Holiday Mainland Left Right Journey	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.	Art Literacy PSHCE

		communicate them.	<p>Finish collage pictures. Those that have finished the collage pictures may with support make the labels on the computer to go with the collage.</p> <p>Celebrate the whole class work as a team effort.</p> <p>Pass the talking stone around the class circle, pupils saying what they would like or dislike about being on a small Island, what they would miss most and what things it would be difficult to do.</p>		labels.	<p>Bay Loch Bog Pier Jetty Post Office Houses Airport Railway</p>	<p>Literacy 1, 2, 3, 6, 7, 8.</p>	
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