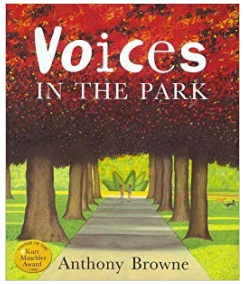
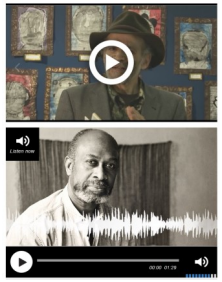
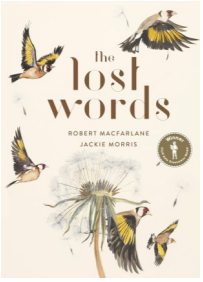
# Lower Key Stage 2—

OUR LOCAL AREA

(AUTUMN 1ST 2019)



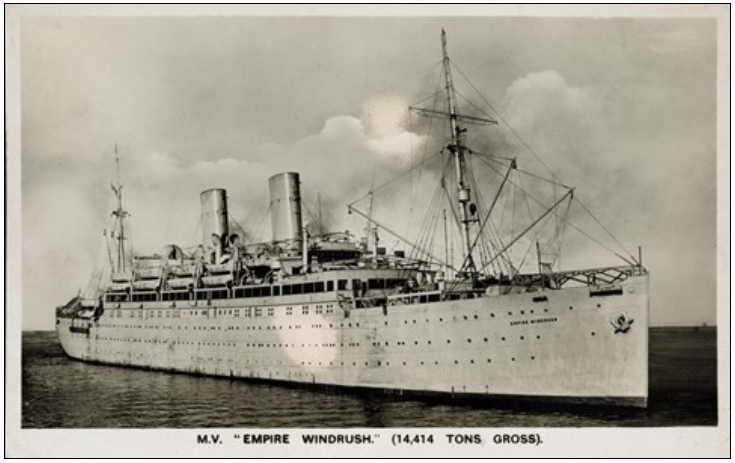






As part of their topic learning, children will be involved in several community projects:

## A shared project working with Unity:

**https://www.bl.uk/windrush/articles/windrush-stories-creative-writing-activities-primary-students**




In June 1948 the *Empire Windrush* arrived at Tilbury Docks, Essex carrying hundreds of people from the Caribbean. Many aboard had been to Britain before. Some had fought in World War Two. Most were filled with excitement and hope about coming to Britain. Citizens had British citizenship and British passports because many islands within the Caribbean were part of the British Empire. The arrival of *Windrush* is very well known, but this was not the first nor the last ship to carry migrants from the Caribbean. Many other people came to Britain to make new lives and help rebuild the country after the war.

Children will take part in a range of creative writing activities to explore the experiences of people who migrated from the Caribbean and how they have shaped Britain.

- Listen to performance poetry
- Design a poster to persuade people to come to Britain from the Caribbean during the 1940s or 1950s, using a combination of words and images to convince people. What jobs might you invite people to come and do? For example, you might invite people to come and work as a nurse or a doctor with the NHS, formed in 1948. Or you might persuade them to come and work as a journalist or a playwright, a poet or an artist, a musician or a dancer, an actor or a lawyer. What will you tell people to persuade them to come?
- Create a leaflet with at least three pieces of advice for someone coming to join you to live in England.
- Explore real events from the perspective of a child (read Floella Benjamin's story) - how would you feel if you were in her shoes?

Tales and Trails:

Children to work with a local artist to create large sculptures for an art installation in the forest.

https://www.cppmarketplace.co.uk/whats-on/market-place-events/view,tales-and-trails-festival_310.htm

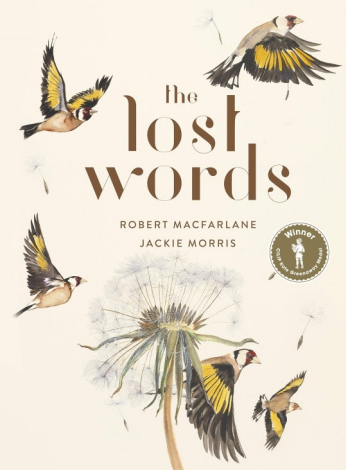
Children to explore 'The Lost Words': https://www.johnmuirtrust.org/assets/000/002/830/LOST_WORDS_Explorers-Guide_pages_original.pdf

The Lost Words

With acrostic 'spells' by Robert Macfarlane and beautiful watercolour artwork by Jackie Morris, The Lost Words conjures back to glorious life some natural words fading from usage.

Published in October 2017, this beautifully illustrated book focuses on words that are moving to the margins of many children's lives and stories – bluebell, dandelion, otter, kingfisher, acorn – and presents them as both challenge and celebration.

- Children to create fact files for some of the creatures and plants that appear.
- Create a special "Sketch & Spell Book" to record their own observations and responses specific to their local environment.
- Children to become "Nature Detectives": make fine, detailed observations; learn the charm of naming things; discover new things; make connections; keep a nature journal/ sketch book to develop their responses to the wildlife, plants and environment around them .
- Add wonder words to their word-hoard in their individual Spell Books: build up a treasure-chest of words for nature, weather, plants and animals.
- Children to write and perform new 'spells' to form part of the 'trail'.

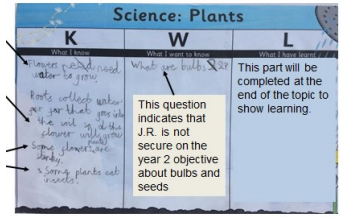


# Science

**Session 1**

***Assessing prior knowledge***

Children to go outside and explore the environment for different plants (photos)




**Session 2 - I am learning to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers**

Study a plant; draw and label.

Teacher input– give terms root/ stem/trunk, leaves and flowers

Children research the function of ONE part of the plant.

Present and share findings.

https://www.youtube.com/watch?v=ql6OL7_qFgU

**Session 3 - I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant**

Starter: show the children a plant brought in from home that was dying and ask the children to discuss what may have been done wrong

Children plan investigations to explore what a plant needs.

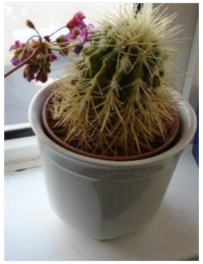
Set up experiment– have a control plant in good conditions.

*Ongoing recording of the plant e.g. height; sketch; and a description of the condition of the plant over the week.*

**Session 4– I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant**

Write up the results (graph) comparing their plant to the control plant.

Now research the **needs of a cactus.**

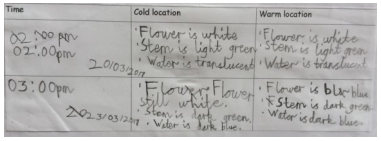


**Session 5– I am learning to investigate the way in which water is transported within plants**

Celery or carnations in dyed water and record observations.

Explore temperature as a variable., or length of stem.

Children to record observations over time.




**Session 6– I am learning to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**

Children to explore how seeds are dispersed.

*During an English lesson* children to write a diary entry from the perspective of a bee, including their scientific understanding about the life cycle of a flowering plant.

**RE**

Christianity—People of God

**PE**

Children will be learning to play hockey and develop their personal skills (Unit 1 of Real PE)

**PSHE**

Family and Friends

Anti-bullying

**French**

**Rigolo 1**

Unit 1: Bonjour!

**Computing:**

Children to design, write and debug programs that accomplish specific goals—Scratch

**Music**

Ley your spirit fly (Charanga music)