



# Destination Europe!



## Our Key Enquiry Questions are...

Are all countries in Europe the same?

Which countries are similar to the UK?

### Websites:

[https://europa.eu/kids-corner/index\\_en.htm](https://europa.eu/kids-corner/index_en.htm)

<https://www.oddizzi.com/teachers/explore-the-world/places/europe/>

<https://www.kids-world-travel-guide.com/europe-facts.html>

<https://www.ducksters.com/geography/europe.php>

### Challenges for Home:

See half termly project letter (in homework book)

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be **#ResponsibleCitizens**

Through our creative curriculum, we will be **#HavingFun** whilst learning.

We will continue to inspire and develop **#ConfidentIndividuals**

### Key Dates and Reminders:

PE Class 10—Wednesday & Thursday

Class 9—Monday & Thursday

*The School will close for the February half term on Friday 12th February and reopen on Monday 22nd February.*

## Having fun, achieving excellence.

Successful learners. Confident individuals. Responsible citizens.

## **Literacy**

This half term children will complete reading and writing tasks based upon the novel, *The Boy In The Dress*, by David Walliams. The children will write character profiles, formal reports and will investigate how an argument is presented. In addition to this, they will write fictional biographies and explore events from different points of view. In all written work, children will propose changes to grammar, punctuation and vocabulary to improve consistency and accuracy. Children will also complete writing tasks linked to their work on *Destination Europe*. In speaking and listening, children will take part in drama, role play and hot-seating activities. They will also have the opportunity to present their work to others, where appropriate, using ICT.

Guided Reading and Comprehension sessions will take place weekly; children will complete a series of activities and tasks to support with the acquisition and development of reading skills. Handwriting homework will be sent home weekly, where appropriate, alongside spelling activities.

## **Numeracy**

The children will add and subtract mentally pairs of two digit numbers. They will be encouraged to explain their methods orally. They should learn the multiplication facts up to 12 x 12 and be able to derive the corresponding division facts. They will solve word problems involving one or two steps and will be encouraged to develop their reasoning skills. They will choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity. All children will have a weekly problem solving session that focuses on the application of written methods. Children will also use ICT to support their learning. Weekly homework tasks will centre around work covered in class and core basic skills. Weekly homework tasks will be sent home each week that consolidates learning in the classroom.

## **PE *Having fun, keeping healthy and learning new skills...***

Children will continue to enjoy weekly sessions of outdoor PE where they will develop agility, balance and coordination through a series of non contact games and activities. They will also continue with the Daily Mile.

## **PSHE**

Children will research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. Through role play, they will explore the consequences of anti social and aggressive behaviours such as bullying and discrimination on individuals and communities. They will also explore the implications of Brexit and the current situation of British politics through debate and group activities.

## **RE *Developing respect, tolerance, understanding and knowledge...***

Children will draw on their understanding and experience of belonging and then relate it to how religious people have a sense of belonging to their faith and faith community. Children will be introduced to a number of outward expressions of religious identity through the study of world faiths. They will consider how and why, for religious people, expressing their sense of belonging and identity is so important.

## **Music—*listening, appreciating, interpreting, playing, developing...***

Children will continue with their weekly 'Charanga' music sessions. The focus for this half term will be learning to play the glockenspiel.

## **Computing**

The children will use ICT to support learning in other curriculum subjects. They will undertake research using selected websites and software, and will present their findings in different ways. They will use email to communicate with others in class and learn more about e-safety and the importance of being respectful online and offline. Google Earth will be used to conduct searches and locate places around the world.

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## Topic (History & Geography)

*The key enquiry questions will be explored through the following activities.*

Through an enquiry approach, children will further develop their geographical skills and will explore the key question **Are all countries in Europe the same? Which ones are similar to the UK?** Children will locate continents, countries and seas on a world map, using atlases, maps and globes. They will also label a map of Europe, which will be used as a focal point for our topic. They will use the four compass points and four figure grid reference to locate features such as mountains, rivers etc. They will identify capital cities and countries' flags. Children will use a range of sources to research information about European countries and will compare data based on their similarities and differences. They will study the climate of countries, physical and human features and the economy. They will use Google Earth to obtain panoramic views and look at the major city sights. Children will be encouraged to complete a project on a European country of their choice, to present to the rest of the class.

Children will explore the key question: **What impact does the history of landmarks have on the economy and tourism of countries?**



*Chronology, Cause and Consequence, Historical Significance, Continuity and Change*

*Location and Place, Cause and Effect, Planning and Decision Making, Change*

## Science

Children will conduct a series of practical science activities. They will record their work in a variety of ways including: written reports, graphs, charts, diagrams and tables. Children will be encouraged to think independently and raise questions about working scientifically and the knowledge and skills it brings. Children will develop practical skills in a range of contexts, and plan and carry out investigations, making predictions, considering evidence and drawing conclusions. Children will be encouraged to use and apply the correct terminology and demonstrate their understanding in written and verbal form.

*Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking*

## Art/Design Technology

They will learn about impressionist painting and its founder. They will explore the techniques and colour he used and then create their own impressionist style European landscapes using his work and photographs as inspiration. Children will select their own favourites to interpret and will use paint to develop their colour mixing skills. They will also look at the works of Art Nouveau artist, Mucha, and copy key elements of his work. Children will also create abstract artwork based on the European artist Wassily Kandinsky.



Observation over time



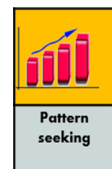
Identifying and classifying



Researching



Fair testing



Pattern seeking

# Key Vocabulary

## Geography (Europe)

Continents / oceans of the world

Countries of Europe

Capital cities of European countries

8 compass points

Human / physical features

Equator

Northern / Southern Hemisphere

Climate zones

4 figure grid references



Can you find out what these words mean? Use the non-fiction texts to help you.

## Science (*Scientific enquiry*)

Research

Hypothesis

Enquiry

Prediction

Fair test

Conclusion

Data

Patterns

Record



## Literacy

Cinquain

Haiku

Antonym

Clause

Commas

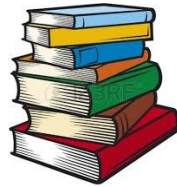
fronted adverbial

homophones

prefix

suffix

pronoun



## Numeracy

Place value

Inverse operation

Multiples

Estimate

Rounding

fraction

decimal

data

statistics

frequency



## Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic / subject?*
- *Can you think of alternative words to use?*
- *Can you use these words within your work?*

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