



## Where's Wally? (2)

### Synopsis:

Children use the stimulus of the Where's Wally? books to learn about the countries, capitals and human / physical features of the UK. They track Wally as he travels around the country and use this to write a promotional leaflet or a travel blog for a capital city.

### Geography

#### Learning Sequence:

In Geography, children use maps, compasses and fieldwork skills to locate Wally in the UK and explore topography.

<b>Locational Knowledge</b>	Name and locate countries and cities of the UK, describing geographical regions and topographical features  Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities
<b>Human &amp; Physical Geography</b>	Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)
<b>Skills &amp; Fieldwork</b>	Securely use world maps, atlases and globes and use digital mapping  Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology
<b>Place Knowledge</b>	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

### D&T

#### Learning Sequence:

In D&T, children find out about how different foods are grown, reared, caught and processed in UK.

<b>Food Technology</b>	Know where and how a variety of ingredients is grown, reared, caught and processed
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### Science

#### Learning Sequence:

In Science, children find out about physical processes (water cycle) and states of matter.

<b>Make Observations</b>	Make systematic observations
<b>Perform Tests</b>	Suggest, set up and carry out simple practical enquires  Understand comparative and fair tests
<b>Ask Questions</b>	Generate and answer scientific questions using evidence  Select most appropriate type of scientific enquiry
<b>Gather Data</b>	Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts  Report on findings orally and in writing using scientific language to answer questions
<b>Analyse Data</b>	

Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions

Explain similarities, differences, changes related to scientific processes and ideas

#### Use Equipment

Confidently use range of equipment to measure accurately eg data-loggers, thermometers

## Writing

#### Learning Sequence:

In English, children will write a non chronological report on various cities in the UK and write a series of informal texts detailing Wally's journal around the UK. (Diary entries, emails, postcards and letters)

The children will also write an explanation text about the water cycle.

If possible, children will also write a set of instructions for a recipe.

#### Plan, Draft, Edit & Evaluate

Draw on examples of writing (structure, vocabulary and grammar) when planning their own work

Discuss and record ideas

Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure

Organise paragraphs round a theme

Assess own and others' writing, suggesting improvements

Suggest changes to grammar and vocabulary

Proof -read work for spelling and punctuation errors

#### Grammar & Punctuation

Choose nouns/pronouns accurately for clarity and cohesion

Use fronted adverbials (adverbs, phrases and subordinate clauses)

Use apostrophe for plural possession

Use commas after fronted adverbials

Punctuate direct speech with inverted commas

difference between Standard/non - Standard English

#### Text Structure & Features

Organise paragraphs around a theme

Build cohesion within a paragraph

Link ideas across paragraphs using adverbials of time, place and number or by varying tense

Locate information using contents, index and glossaries

Use simple organisational devices eg headings, sub - headings

#### Transcription

Use a dictionary to spell words correctly

Increase the legibility, consistency and quality of handwriting

#### Learning Sequence:

Children will read 'A Walk in London' and 'Belonging' from Power of Reading