



Winhills Primary Academy

KS2 ICE Zone

Overview Summer

2017

Welcome to Winhills!

At Winhills Primary Academy, we do not subscribe to one particular teaching method throughout the school and across the curriculum, although we do all subscribe to the same philosophy of teaching and learning. Teachers, as professionals, will elect to use the most appropriate method for the material, age and ability of the class. Individual, group and whole class teaching will be in evidence throughout the school. The features common to all approaches will be positive encouragement of effort, work that will stretch but not frustrate, recognition of achievement and work programmed to develop individual children and help them achieve their full potential. Our teaching style takes account of the learning styles of the pupils and caters for the full range.

All children receive a broad, balanced curriculum through both subject and topic work. Children learn best from experience and our curriculum is carefully planned to provide opportunities for investigation, problem solving and visits to places of educational merit. **From the Foundation Stage class to Year 4 the class is split to allow the children to take part in the Intensive Curriculum Experience (ICE) zones and outside curriculum.** This means that the children are taught literacy and numeracy classes that are half the class size. The subjects taught are: English, Mathematics, Science, Information Communication, Technology, Design Technology, History, Geography, R.E, P.E, PHSE.

How does it work?

Every term, Year 3 and 4 teachers from the DLPT meet and collaboratively plan this intensive curriculum. As a group, every foundation subject is discussed and planned meticulously to link with the children's topic. The teachers also take ownership of the unit and introduce the topics to the children at the beginning of every term. Throughout the term, the teachers have a continuously updated overview of how and what the children are learning.

Day to day

Every day, the children in both Year 3 and Year 4 are split into two groups. One group stays with the class teacher and the other goes out into the ICE zone. Here they work with experienced TAs on their foundation subjects. Have a look at our 'How many children timetable' to see how many children are in the ICE zone daily.

This half class is then split again, so half of the children go into our outside ICE zone area and half stay inside. Every single subject is spread across both ICE zones so they children receive the best experiences possible.

When there are no children in the ICE zone, our TAs come into class to help us or they work one on one with target children.



Summer 2017 – ‘Home and Away’ overview

Beginning

The children will return from Easter to a truly ‘wow’ area in the ICE zone. The team are creating an exciting learning environment that will include a mural to St Neots, an interactive Big Ben, a telephone box, a post box and a bus stop! The last two will allow the children to send letters to different areas of the world and plan journeys to different destinations.

The classes will have the opportunity to come out into the ICE just to experience the different areas. During the first week back. The children are going to the local museum and will be taking a tour of the local area. This will help them with their initial learning.

They will then return to class to share their thoughts, feelings and ideas. This will then extend onto the class teachers teaching some explicit lessons to help with their learning. The children will have the opportunity to write down questions, ideas and facts they already know!

Activities – please see the plans for more detail and links.

Inside	Outside
Geography – Create a map of St Neots	Geography – Weather station – linked with European countries
Geography – Study of St Neots vs European town/city.	Geography – Bug hunting
Geography – UK/European cities	Geography – European plant labels
Geography – Villages/towns/cities	Geography – Gardening
Literacy – Persuasive poster – Why live in St Neots? - Writing letters to send in our post box.	Geography – Winhills Rangers
Art – Lowry vs Seurat	Computing - Podcasting
DT – Junk modelling – European landmark	DT – Scrap shed
DT – European cuisine	DT – 3D Shapes
Music – Ball Dropping, composing on a computer	Woodland trust – Literacy, creating a new woodland creature
Music – European composers	Woodland trust – Art, looking at things from different perspectives
History – Comparing famous event/person UK vs Europe	Maths – Outdoor mini activities – based on number.
Computing - Scratch	
Computing – E Safety poster	
Computing – Algorithms – Roamer	
Maths – looking at bus timetables and planning journeys	

Middle

During the middle of our topic, we plan on inviting the parents and guardians in for an 'open afternoon'. This will involve the parents taking part in all the activities planned. This will also include a grandparents gardening day!

End

Near the end of our topic, the children will collate their work together to show to one another. What have we learnt? What are you now an expert in?

Planning example

Diamond Learning Partnership	Key Stage 2 Shared Area	Geography – Summer Year B
Curriculum content: Home and Away		
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
<p>Pupils should be taught to:</p>		
<p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		
<p>Place knowledge 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 within North or South America</p>		
<p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
<p>Geography – key stages 1 and 2</p>		
<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		

YEAR 2

- I can say what I like and do not like about the place I live in
- I can say what I like and do not like about a different place
- I can describe a place outside Europe using geographical words
- I can describe some of the features of an island
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
- I can explain how jobs might be different in other locations
- I can explain how an area has been spoilt or improved and give my reasons
- I can explain the facilities that a village, town and city may need and give reasons
- I can name the continents of the world and locate them on a map
- I can name the world oceans and locate them on a map
- I can name the capital cities of England, Wales, Scotland and Ireland
- I can find I live on a map of the United Kingdom

YEAR 3

- I can use the correct geographical words to describe a place
- I can use some basic Ordnance Survey map symbols
- I can use grid references on a map
- I can use an atlas by using the index to find places
- I can describe how volcanoes are created
- I can locate and name some of the world's most famous volcanoes
- I can describe how earthquakes are created
- I can name a number of countries in the northern hemisphere
- I can name and locate the capital cities of neighbouring European countries

YEAR 4

- I can carry out research to discover features of villages, towns and cities
- I can plan a journey to a place in England
- I can collect and accurately measure information (eg: rainfall, temperature, wind speed, noise levels etc)
- I can explain why people may be attracted to live in cities
- I can explain why people may choose to live in one place rather than another
- I can locate the Tropic of Capricorn and the Tropic of Cancer
- I can explain the difference between the British Isles, Great Britain and the United Kingdom
- I know the countries that make up the European Union
- I can find at least six cities in the UK on a map
- I can name and locate some of the main islands that surround the United Kingdom
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school

Gardening

Children help to maintain our garden, helping to plant and weed. Children will also have a focus on the bugs/wildlife that can be found! This term we are trying to get our Level 5 RHS so we are focusing on using our gardening skills in the wider community - see L Scott's action plan. The children this term will really helping the garden come to life. The sun will be shining; the seeds will be growing so the children will need to help maintain our garden area.

The children will need to think about how to help the plants grow and how to keep them healthy. We will hold ICE zone open events where parents come in and help with our garden.

Purpose - to share our amazing skills with the wider community and invite people in to see how hard we have been working.

Bug Watching

The children will start to investigate the outside area and search for bugs. They will sketch what they find, make general observations, investigate the habitat, think about how the animal is adapted to its environment.

What makes this habitat suitable? What adaptations does the bug have to help it survive?

The children will choose 1 bug and then create a fact file all about it. They will produce a plan and think about all the literary features they can use to make their work the best it can be.

They will need to think about the use of a title, subheadings, diagrams, pictures, technical language and full sentences. The children will become the expert on their bug and become the teacher.

Purpose - the children will share their work with each-other and present their findings to the class teacher.

Measure and collect I can collect and accurately measure information (eg: rainfall, temperature, wind speed, noise levels etc) - children to accurately read differing scales to collect data - will need support from TAs for wind and noise. Each child will have a weather booklet and they will record their findings a few times a week. They will then create and share their data on an excel spreadsheet - L Wood to lead.

The children will also need to find the capital cities from around Europe, they will need to choose 1 and compare the weather with that of here.

Purpose - this is linked with the garden, how is the weather going to affect our gardening?

Orienteering - the children will use their skills to read the map of the school grounds and locate 20 posts. These posts will have questions to do with finding the capital cities of countries in the EU. This is linked with the weather activity. The children will see all of their learning coming together!

Purpose - working on team skills! Using our outside area to help with our inside learning!

Winhills Rangers - these children are in charge of the upkeep of the school and the surrounding area. This term, there is a focus on pollution and the affects this is having on our local environment and the wider world. The children will need to think about what types of pollution are around and how this affects us as humans and how it affects wildlife.

Purpose to this activity is to get the children campaigning - they will create a poster or ~~powerpoint~~ to help prevent pollution

European plants and labels -MODERN FOREIGN LANGUAGES

LINKED with gardening. The children will be planting a range of differing plants such as rhubarb and carrots. The children will have to translate the plant name into differing languages from around Europe. They will then create signs that Mrs Wood can display in the garden - this will incorporate all the new language they have learnt.

Six UK Cities on a Map

Children to use an atlas to label a map with the 4 countries of the United Kingdom (England, Scotland, Wales, Northern Ireland). Children to add St Neots to their map. Children to then select 6 cities of their choice from the following list: London, Cambridge, Leeds, Edinburgh, Belfast, Plymouth, Manchester, Birmingham, Liverpool, Southampton, Newcastle, Glasgow, and then using an atlas correctly locate and label them on their map. TA to model drawing a dot on map where city is located and write city name next to dot locator.

Children to then select one of the cities and carry out some research, using books and the internet - where it is located, population, famous landmarks etc.

Extension for Year 4 or HA Year 3

Children to choose one of the cities and plan a journey from St Neots to the city. Explain how they will travel. Use internet or information from the role play travel agent.

European Capital Cities

Children to have a blank map of Europe and locate the listed nearby European Countries. Then find out the capital city of each country using atlas, internet, books.

Children to label country and capital city on the map. Then in a table write the name of the European country and its capital city next to it. Children can then investigate some countries of Europe of their choosing and find out their capital cities too.

Extension - children to investigate why countries have capitals cities, what is the job of a capital city?

Map of St Neots

At the beginning of this topic, the children will be visiting the local museum and they will have a tour of the town. During this, they will be taking photos (or an adult will) of the local landmarks that they see. They will return back to school and brainstorm what they have seen and what they have learnt. The children's challenge is to create their own map of St Neots. They will be looking at an Ordnance map to help them. They will need to plan this in great detail.

The children will be encouraged to use different media for their maps. Could they make it 3D? Could they use Ordnance symbols to show where each landmark is?

Once the children have completed their map, they need to think about what makes it a town? (Linked to other activity) - also, why would people be attracted to live in certain areas of the town?

Features of villages/towns/cities

This is a Year 4 objective that the Year 3's can also access. The children will need to research both the differences and similarities between villages/towns and cities. What do they already know at the beginning?

Key note:

The population of a city is over 100,000 people up to 300,000. Large town - a large town has a population of 20,000 to 100,000. Town - a town has a population of 1,000 to 20,000. Village - a village is a human settlement or community that is larger than a hamlet but, smaller than a town.

A CITY:

has a cathedral or a university or both *(see below for modern day definitions)

A TOWN:

has a market

A VILLAGE:

doesn't have a cathedral or a market but it will have a church

The children will be given a work sheet with a 3 way Venn diagram - this will help them visually see the differences/ similarities.

We are learning the names and locations of capital cities in European countries neighbouring the UK.

MUST: Locate France, Spain, Germany, Ireland, Belgium, The Netherlands, Switzerland and Italy.

SHOULD: Find out the capital city of these European Countries.

COULD: Discover some more European Countries and their capital cities.

Even better if: I can find out why countries have a capital city.

SA	TA

Name: _____ Date: _____

On your map of Europe find and carefully label these European countries - France, Spain, Germany, Ireland, Belgium, The Netherlands, Switzerland and Italy.

Then find out the capital city of each of these European countries and carefully add their locations to your map. Use a small dot for the location and write the city name next to it.

Now fill in this chart with the capital cities you have discovered:

European Country	Capital City
France	
Spain	
Germany	
Ireland	
Belgium	
The Netherlands	
Switzerland	
Italy	


Can you find and name any more European countries and their capital cities?

Why do countries have capital cities? Is the capital city always the biggest city in a country?

Title: _____



KS2 Marking Codes - Teachers' Key

Code	Meaning	Explanation
✓	Good	To indicate when a feature/success criteria has been well used.
✓✓	Very good	To indicate when a feature/success criteria has been very well used.
Sp	Spelling	To show errors in spellings (key words they should know or topic related vocabulary).
P	Punctuation	To show errors or omissions in punctuation.
	Sense	This word/phrase doesn't make sense.
^	Omission	Something is missing here (word/phrase).
//	New paragraph	This should be a new paragraph.
NS	Next step	This is how you can improve your writing.
⇒	Improve	To indicate a word/sentence/paragraph you would like the pupil to improve. A note can be added instead of a next step. E.G Can you improve this sentence by...?
VF (+initials)	Verbal feedback	Verbal feedback given on successes and areas for development (as part of guided group). No further marking required except short notes about discussion points.

TA	TA assisted work	To show when a group has worked with a Teaching Assistant. Can be accompanied by VF and adult's initials to show verbal feedback has been given.
T	Teacher assisted	To show when a group has worked with the teacher. Can be accompanied by VF and teacher's initials to show verbal feedback has been given.
GW	Group work	Work produced as a group.
PW	Partner work	Work produced with a partner.
Spellings Corrections		
Any incorrect key words that pupils <u>should</u> know, can be written in the margin and should be practised 3-5 times in their book.		

Here is the marking code that we use in class across KS2. This is also the marking scheme that we use in the KS2 ICE zone. The TAs and teachers both follow this code and the children are aware of what each code means.