



## Elm, Maple, Walnut Gateways to the World

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p><b>WALT know what you need to travel to a destination.</b>            Introduce the topic.            Ask 'What is a destination?' - Refer to home work and discuss.</p> <p><b>After Activity 2</b> - Discuss travel by aeroplane and share experiences. What usually happens?            Arrival - check in - passport control - duty free- boarding the plane - flight information - arrival - passport control - baggage collection etc            SOMETIMES luggage can get lost. Discuss.</p> <p><b>Activity 1</b>            In pairs or large group on a piece of sugar paper, write the word 'destination' in the middle. Together write all the destinations you have visited.</p> <p><b>Activity 2</b>            Give the children some information - You are going on holiday for 1 week to ...            Write a list of all the things you will need to take with you.</p> <p><b>Activity 3</b>            Complete a lost luggage form - can you remember what you had without using your list? Add descriptions.            Recap on topic words ...            Destination            Luggage            Baggage            Passport            Suitcase            Aeroplane            Airport</p> <p>What must you have to travel abroad?</p>	
Knowledge Harvest			<p><b>WALT know what happens at an airport.</b></p> <p>Find out who has been on a aeroplane. What usually happens? Discuss.            Bullet point the process.</p>	

	<p>Airport - arrival - car parking - departures - luggage check in - passport control - departure lounge</p> <p>Discuss what a flow chart is.</p> <p>Show the children how to create a flow chart.</p> <p><b>HA</b></p> <p>Create their own flow chart to show the procedure at the airport.</p> <p><b>LA</b></p> <p>They will complete a flow chart.</p> <p>Share some examples of the flow charts.</p>		
Big Picture	<p>Everyday millions of people take to the skies, making journeys in airplanes. Air travel helps to connect people around the world.</p>		
<b>Science</b>		<p><b>WALT understand how sound is made.</b></p> <p>Watch <a href="#">Learning Zone Class Clips - Understanding sound.</a></p> <ol style="list-style-type: none"> <li>1. Ask the children what things make sounds. Lead them to point out that sound is made when there is a <b>vibration</b>.</li> <li>2. Explain that the frequency of a sound is a measure of the number of vibrations or waves per second.</li> <li>3. Explain that a sound with a high frequency will make a high-pitched sound, and one with a low frequency will make a low-pitched sound.</li> <li>4. Explain that pitch is a measure of how high or low a sound is.</li> </ol> <p><b>Activity 1</b> Create a mind map on sugar paper as a group or in pairs of objects that make sounds and vocabulary related to sound, ie, pitch, loud, etc.</p> <p><b>Activity 2</b> Go on a sound walk around the school. The children will complete a form on the sounds they hear.</p> <p><b>Activity 3</b> After the sound walk sort the sounds they heard and record them in a table. The children need to understand what vibration is.</p>	<b>paper instruments</b>

<p><b>Geography</b></p>	<p>2.05 Be able to use geographical terms</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>2.11 Be able to communicate their geographical knowledge and</p>	<p><b>WALT use maps and secondary sources to gather information.</b></p> <p>Where would people go for holidays <i>before</i> air travel?  Ask 'Have you been on holiday in this country?' 'Where did you go?' 'What did you do?' etc</p> <p><a href="http://support.google.com/earth/answer/148091?hl=en">support.google.com/earth/answer/148091?hl=en</a>  flight simulator</p> <p>In pairs the children will explore Google Earth to find out places they have been to in the UK.  What would attract someone to visit England or Maidstone?  Make a list of features.  Create an advert/PPT advertising tourists to come to your place.  Share the adverts.</p>	<p><b>maps</b></p>
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	understanding to ask and answer questions about geographical and environmental features			
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	<p>the way it is being harmed or improved</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>			
<p><b>Science</b></p>	<p>2.01a Be able to carry out simple investigations 2.01b Be able to prepare a simple investigation which is fair, with one changing factor 2.01c Be able to predict the outcome of investigations 2.01d Be able to use simple scientific equipment 2.01e Be able to test ideas using evidence from observation and measurement 2.01f Be able to link evidence to broader scientific knowledge and understanding 2.01g Be able to use</p>		<p><b>WALT understand what vibration is.</b>  Open the <a href="#">Bitesize changing sounds game</a> on the interactive whiteboard. Explain to the children that they are going to look at the sounds made by three instruments.</p> <p>Recap on pitch and frequency from lesson 1.</p> <p>Explain that the children are going to explore vibration.</p> <p><b>Have a carousel of activities.</b></p> <ol style="list-style-type: none"> <li>1. Plastic cups/string - make a telephone.</li> <li>2. Drum and rice</li> <li>3. Tuning fork and water</li> <li>4. Using different lengths of straws make an instrument</li> <li>5. Explore sounds using glass jars with different amounts of water in and a spoon</li> </ol> <p>The children will rotate around the activities and explore vibration.</p> <p style="text-align: center;"><b>Mini Plenaries</b></p> <p>Stop and check what children are learning. Ask and answer questions.</p>	<p><b>Resources</b></p> <p>Plastic cups  Straws  String  Rice  Drum  Tuning fork  Glass jars/bottles  spoon</p>

	evidence to draw conclusions			
<b>Geography</b>	<p>2.05 Be able to use geographical terms</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>2.11 Be able to communicate their</p>		<p><b>WALT use the internet to find facts about a destination.</b></p> <p>Refer to Easter home work. What was your destination you wished to visit? Discuss. Research your destination from your Easter home work. Create a fact file/leaflet on that destination. What will include? How to get there? What to do there? Weather Present information to each other.</p>	<p><b>Resources</b></p> <p>iPads</p>

	geographical knowledge and understanding to ask and answer questions about geographical and environmental features			
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<b>Week 5 Geography</b>	2.05 Be able to use geographical terms		<p><b>WALT understand the features of an airport.</b></p> <p><b>WILF you can design an airport.</b></p>	<b>Resources</b> iPads

	<p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about</p>		<p><a href="http://manchesterairport.co.uk/manweb.nsf/Content/Maps">manchesterairport.co.uk/manweb.nsf/Content/Maps</a> – Manchester Airport, UK, has a collection of maps, showing different terminal buildings and travel networks. <a href="http://lawa.org/welcome_lax.aspx?id=256">lawa.org/welcome_lax.aspx?id=256</a> – Los Angeles Airport (LAX), USA, provides different terminal maps and an area map. <a href="http://dubaiairports.ae/while-you-are-here/maps?map=T3">dubaiairports.ae/while-you-are-here/maps?map=T3</a> – Dubai International airport has maps that can be viewed in 2D and 3D. <a href="http://suvarnabhumiairport.net/airport-map.htm">suvarnabhumiairport.net/airport-map.htm</a> – Suvarnabhumi Airport in Bangkok, Thailand, has an excellent example of a 3D map.</p> <p style="text-align: center;"><b>Check this scribblemaps.com</b></p> <p>Look at some of the websites and look at maps of airports.</p> <p>Explain that the Local Authority want to build an airport in Maidstone but they want schools to put in designs for an airport so they know what is needed.</p> <p>The children will design a map for a new airport.</p> <p>What are the features?  Use of colour  Use of symbols  Size and scale Level of detail/information  Ease of use and understanding Overall visual impact/design</p> <p>Also look at Google Earth.</p> <p>Share each other's plans and maps.</p>	
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	geographical and environmental features			
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<b>Art</b>	2.03 Be able to use art as a means of self expression  2.04 Be able to choose materials and techniques which are		<p><b>WALT</b></p> <p><b>WILF you can</b>  Look at some views from an aeroplane window. What will they see?  Ask the children to research the logos/markings used by different airlines around the world and record their observations in their sketchbooks. Useful websites include: <a href="http://airline-logos.co.uk/index.html">airline-logos.co.uk/index.html</a> – Airline Logos offers an extensive selection of aircraft markings, logos and photographs. (Note: this site does feature advertising.) <a href="http://webdesignerdepot.com/2009/03/50-popular-airline-logos/">webdesignerdepot.com/2009/03/50-popular-airline-logos/</a> –</p>	

	<p>appropriate for their task</p> <p>2.05 Be able to explain their own work in terms of what they have done and why</p> <p>2.06 Be able to talk about works of art, giving reasons for their opinions</p>		<p>Webdesigner Depot takes a look at 50 of the most popular airline logos. Children can start by finding the logos for airlines in their home and host countries, then go on to explore other examples for comparison. Prompt the children to note the use of:</p> <p>Colours Shape and pattern Text and/or lettering A message or phrase Symbols</p> <p><b>Activity 1</b> The children will draw a view from the airplane window using pastels or watercolour paints.</p> <p><b>Activity 2</b> The children will design a logo for an aeroplane. Share some of the logos and art work.</p>	
<p><b>Science</b></p>	<p>2.01a Be able to carry out simple investigations 2.01b Be able to prepare a simple investigation which is fair, with one changing factor 2.01c Be able to predict the outcome of investigations 2.01d Be able to use simple scientific equipment 2.01e Be able to test ideas using evidence from observation and measurement 2.01f Be able to link evidence to broader scientific knowledge and understanding 2.01g Be able to use</p>		<p><b>WALT demonstrate how you made you instrument and how it works.</b></p> <p><b>WILF you can use scientific language to share your instrument.</b> Refer to home learning this week and spend the lesson discussing the instruments made. Share the instruments made for home learning. Children to talk about them and demonstrate how they work. What section of instruments do they belong?</p> <p>Recap on the Science this term.</p> <p>What have you learnt?</p>	

	evidence to draw conclusions			
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