

Medium Term Planning

Learning Journey Map

Term: Autumn 2

Weeks: 7

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

<p>Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.</p>	<p>Problem solving and thinking skills Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise Working collaboratively; Taking ownership of learning; Fostering and applying thinking skills Independent learners</p>	<p>Creative Arts Dance, Drama, Music, Art- developing the creative brain; Inspiration, enjoyment and fulfilment; Opportunity to enhance and develop skills/talent Performance, dedication and perseverance</p>	<p>Nurturing Responsible Citizens Thinking classroom/P4C; Emotional Intelligence Love for learning collaboratively; Care for the environment; Share talents in community; Make decisions; Links with community and local environment</p>
<p>-Madame Tussauds – study of favourite famous person and explain why. -Come dressed as favourite famous person – red carpet even</p>	<p>-collaboration-paper cup telephones/sound investigation over distance (using data loggers)</p>	<p>Art opportunities -‘interview’ Alexander Graham Bell - drama/role-play- famous people -Art and Music gallery – children playing music by famous composers and display art study</p>	<p>Voting and why is it important. Charity (links and follow up from previous learning journey) What is a role model? Why are role models important?</p>

YEAR 2

Title: Famous People

Key Curriculum Areas:

Science, History, ART

Big Bang

Madame Tussauds

School Trip/Special Events

Visit Madame Tussauds

Celebration

Dress up as Famous person for red carpet event – Art gallery with musical accompaniment

ART- study of Van Gogh’s works

-To develop ideas and master art techniques-create gallery in style of Van Gogh

Science- Sound

-observe and name a variety of sources of sound, noticing that we hear with our ears
-recognise that sounds get fainter as the distance from the sound source increases
-work scientifically (plan, observe, record, conclude)

History- Famous people: The lives of significant individuals in the past who have contributed to national and international achievements.

-To investigate and interpret the past
-To build an overview of history
-To develop and communicate ideas historically
-To know and understand historical concept-To understand chronology

English

Non-fiction: features and layout, collecting information, organising information using features, developing subject specific vocabulary

Sentence level work: capital letters, full stops, question marks, exclamation marks, spaces, conjunctions, subordination, power of three.

Non-fiction/ diary entries: purpose and structure of a diary, use of past tense, grouping ideas, different viewpoints.

Handwriting: following PENPALS Programme for Handwriting

Cross Curricular Links (Writing opportunities)

– biographies, fact file
-prepare questions for interviews with famous people

Maths

Place value: ordering number, more and less, number sequences, partition numbers into tens and ones.
Addition and subtraction: solve problems using addition and subtraction. Use inverse to check addition/subtraction problems.

Multiplication and division: recall multiplication and division facts, solve multiplication and division problems using a number line, use the inverse to check answers to problems.

Fractions: recognise and find 1/2, ¼, 1/3, 2/4 and ¾ of an object or number.

Statistics: use pictograms, tally charts and tables to interpret information and answer questions. Total information given in a chart.

Position and movement: identify and describe properties of 2D And 3D shapes including faces, vertices, lines of symmetry and edges.

Music -Famous composers – Handel, Mozart, Beethoven, The Beatles, John Lennon and exploring current popstars;

Linked to animation and writing stories(add music to own movie, make music lpads, music in films-effects)

PE

Gymnastics: to develop balance, agility and coordination (body shapes; points and patches)

Computing

To use technology purposefully to create, organise, store, manipulate and retrieve digital content