

Medium Term Planning		Learning Journey Map		Term: Summer 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Problem solving and thinking skills</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise Working collaboratively; Taking ownership of learning; Fostering and applying thinking skills Independent learners	<b>Creative Arts</b> Dance, Drama, Music, Art- developing the creative brain; Inspiration, enjoyment and fulfilment; Opportunity to enhance and develop skills/talent Performance, dedication and perseverance	<b>Nurturing Responsible Citizens</b> 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		
Big Bang – Den Day (Save the Children charity link) Chicks – hatching and looking after animals in school Creating animations Alexandra Palace trip – boating lake	Den Day – how can you use materials to create a perfect den? What must a den be? What must it have? What would you take to a desert island? What rules would you have on your island? How can you help a chick to survive?	YEAR 2 show: acting, singing, dancing, playing instruments Chick animation Using line and tone to create pictures of Alexandra Palace (observation drawing)	Looking after chicks How to care for animals and their habitats Charity link – fundraising for Save the Children Staying safe – boating trip		
<b>YEAR 2</b>  <b>Title: Islands</b>	<b>Key Curriculum Areas:</b> Science, Geography	<b>English</b> <b>Stimulus</b> – Katie Morag and Nim’s island  <b>Narrative:</b> retell story using key features, use role-play to bring story to life, discuss speech and expression, explore characters and settings through senses and descriptive language. Telling a story from different perspectives. <b>Story structure:</b> story mountain, developing characters and settings, engaging reader, developing endings of story, grouping ideas, sequencing story in correct order. <b>Sentence level work:</b> compound sentences, descriptive language, different sentence types, apostrophes and alternative punctuation. <b>Non-fiction features:</b> layout and features of non-fiction texts, purpose, bullet point note taking, using different sources to collect information, structuring writing. <u>Cross Curricular Links</u> (Writing opportunities) – write about your den, how you made and designed it and what you are proud of. Chick diary Comparing human and geographical features of the UK and a non-European country.		<b>Maths</b> <b>Measure – Capacity and Temperature</b> -choose and use appropriate standard units to estimate and measure capacity (using litres/ml) to nearest appropriate unit and using appropriate measuring vessels. -choose and use appropriate standard units to estimate and measure temperature (degrees C) to the nearest appropriate unit. -Compare and order volume/capacity and record using > < and = signs. <b>Number – multiplication and division</b> -Recall and use multiplication for the 2,5 and 10 multiplication tables (inc. recognising odd and even numbers)-Calculate mathematical statements for multiplication and division within the multiplication tables and write then using the x ÷ and = signs. - show that multiplication of two numbers can be done in any order and division of one number by another cannot. - solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context. <b>Measure – Money</b> Recognise and use symbols for pounds (£) and pence (p): combine amounts to make a particular value. -find difference combinations of coins that equal the same amounts of money. -solve simple problems in a practical context involving addition and subtraction of money of the same unit and giving change. <b>Measure – Time</b> -Compare and sequence intervals of time.Tell and write the time to five minutes, including quarter past the hour and draw the hands on the clock face to show these times. -know the number of minutes in a hour and the number of hours in a day. <b>Number – Addition and Subtraction</b> -Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.	
<b>Big Bang</b> Den Day	<b>Science – All living things and their habitats</b> (food chains, suitability of habitat, compare familiar habitats, animals in habitats) -work scientifically (plan, observe, record, conclude) Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food <b>Writing opportunity – Chick Diary – looking at the changes and developments a chick makes each day.</b>		<b>Music- Songs and preparation for Y2 show</b>		
<b>School Trip/Special Events</b> Islands Trip to Alexandra Palace- Ally Pally Boating Lake	<b>PE</b> Dance: to perform with a partner and a group and use language associated with movement to evaluate and improve their dances.		<b>Computing</b> Understand what algorithms are and how they are implemented as programs on digital devices.		
<b>Celebration</b> YEAR 2 SHOW	<b>Geography-</b> Compare and contrast a small area of the UK with that of a non-European country (e.g. both seaside islands - Katie Morag’s island / Barbados) -Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) Use geographical language such as <i>beach, cliff, coast, port, harbour, sea, and ocean.</i>				