

Medium Term Planning

Learning Journey Map

Term: Autumn 2

Weeks: 8

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>-Victorian classroom at school – children come in dressed as Victorian school children. Classroom walls covered; black sugar paper and chalk as ‘blackboard’; children have ‘slate’ and chalk; Victorian school day activities: drill, playground games, snack in paper bag</p>	<p>-Victorian artefacts-thinking skills – what could this object have been used for? Why is it made from that material? What is the present day equivalent? What makes a good learner? What does a good learner look like?</p>	<p>Role Play-Hot seating Queen Victoria; Role-play-drill, Victorian school; Victorian workhouse; Use tea and paints to create an ‘old’ painting.</p>	<p>Value of the half term: Kindness -What does kindness look like? How can we be kind to others? -Create a kindness poster to display around the school</p>
<p>YEAR 2 Title: Victorians</p>	<p>Key Curriculum Areas: History, ART, RE</p>	<p>English: Argument/discussion writing: Give opinions using subordination, e.g. because; Begin to challenge opinions with reasoning; To write an argument, using relevant evidence (comparing education now and then linking to Victorians). Diary entry: purpose and structure of a diary; use of past tense; grouping ideas; different viewpoints, 1st person. Narrative: story structure; compose effective sentences; develop descriptive language; use dialogue effectively; develop use of alternative punctuation; group ideas using paragraphs. Structure: Opening, Build up, Problem, Resolution and Ending Victorian Poetry: To discuss and express views on poetry; To experiment with alliteration to create surprising combinations.</p>	<p>Maths Place value: Read and write numbers to at least 100 in numerals and words; Recognise the place value of each digit in a 2 digit number; Identify, represent and estimate numbers using different representations; Use place value and number facts to solve problems. Subtraction: develop and practise strategies; Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100; Subtract numbers using concrete objects, pictorial representations, and mentally. Division: Recall and use the division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.; To recognise division as sharing equally between groups; Use pictorial representations to calculate division sums. Shape: identify and describe properties of 2D and 3D shapes and look at lines of symmetry of 2D shapes; compare and sort common 2D and 3D shapes. <u>Cross Curricular Links</u> - Abacus-time tables on chalk boards</p>
<p>Big Bang Tea Stain portraits</p>	<p>History: Significant historical events, people and places in their own locality <u>Local history</u> – links to famous Victorians -To investigate and interpret the past -To build an overview of history -To develop and communicate ideas historically -To know and understand historical concepts -To understand chronology</p>		
<p>School Trip/Special Events Victorian Day – in School</p>	<p>ART: Tone: (Photos of schools from the past and modern day schools) What is the same? What is different? -To practise using shades and tones -To develop ideas and master art techniques</p>		
<p>Celebration Art Gallery to Year 2</p>	<p>RE: Judaism - To develop our questioning skills. - To understand why places of worship are important to religions. - To investigate and explore Jewish traditions and beliefs using sources of evidence. - To explore religious traditions and festivals (Hannukah)</p>		
<p>Computing To understand what algorithms are and how they are implemented as programs on digital devices -look at software programs and predict what they will do</p>		<p>PE opportunity – Victorian ‘drill’ Gymnastics: To create a simple sequence of actions on the floor (jumping and landing) e.g. roll, jump, balance and transfer to apparatus</p>	<p>Music- Songs about Victorian times; Listening – Elgar, Gilbert and Sullivan, Grainger, Parry, Stanford</p>
			<p>Spanish: Clapping games; Old MacDonald; Playing with numbers; Christmas song; To listen attentively to simple spoken language and show understanding by joining in and responding.</p>