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| **Year Group: 2 Class Teacher: Mrs Richardson**  |
| **Autumn 1** | **Autumn 2** |
| **Unit Title: Happy Holidays** | **Unit Title: Radical Rainforests** |
| **Entry point:** Children received a postcard over the holidays inviting them to a day at the beach on the first day back to school | **Entry point: To visit the Living Rainforest to immerse the children in a real life experience** |
| **Exit point:** To make our own Travel Agents to plan holidays to countries with Rainforests in and to visit a travel agents | **Exit point: To plan a fundraising event for the woodland trust** |
| **Outcome: To work as a group to design and make their own travel agents and use role play to understand the roles of the travel agent.** | **Outcome: To present arguments for each fund raising idea and create a class vote. To plan and hold the fund raising event and send the money to the charity to support the endangered rainforest.** |
| Writing:-writing lists and labels-presenting information in a travel brochure-write recounts-write stories set in places where pupils have beenCommunication:-using role play to explore the travel agents-engage in meaningful discussions about the curriculum-speak to small audiences when sharing holiday diariesReading:-use the school library-listen to a range of textsMaths:-count and calculate in a range of practical contexts-use and apply maths in everyday activities and across the curriculumScience: All living things investigate differencesKnowledge and Understanding of the World: Investigating holidays in the past and speaking to older relatives to draw comparisons between holidays then and now.Geography: Identify places where pupils have visited on a globe/map/atlas use this in the travel agentsExplore weather and climate across the world and compare locations.Investigate the world’s continents and oceans and the countries and capitals of the UKICT: Exploring and Sharing Information-to use art packages to create pictures of their holiday destinationDeveloping ideas and making things happen -To build simple sequences of instructions to give a bee-bot to navigate on a map.Unit 2.1 - Programming on-screen*We are astronauts*PDL: Class charters, rights and respects.SEAL: New BeginningsCreative Development:Use experiences and ideas as a stimulus for art work – sandcastle collage, make their own jelly fishDesign Technology: Make a pair of binoculars to use on their travels and design and make their own picnic hamperR.E:Concept – SpecialnessSpecial Food (Harvest)Dance: Games: MFL: Names of different transportBasic conversations through role playMusic: Katie Morag unit of music | Key Text:Mousehole CatKatie MoragHarry and the dinosaurs go on holiday | Writing:-writing nonsense and humorous poems-write poems that use pattern, rhyme and description-write captions-write stories with imaginary settingsCommunication:-using role play to explore the travel agents-engage in meaningful discussions about the curriculum-listen to and learn a range of subject specific vocabularyReading:-learn some poems by heart-build up a repertoire of poems to reciteMaths: -Use and apply in practical contexts a range of measures, including time-Explore numbers and place value up to at least 100Science: PlantsHabitats Knowledge and Understanding of the World: Consider the location of the Rainforests around the world and plot the on a globe and map. We will be using geographical vocabulary to describe key physical and human features of locations. Explore the climate needed for a rainforest and use our fieldwork and observational skills, linked to the trip to The Living Rainforest. ICT: Unit 2.2 – Exploring how computer games work*We are games testers*PDL: Celebrations and recognising differenceSEAL: Say no to bullyingCreative Development/DT:Sharing ideas using drawing, painting and sculpturesR.E: Journeys EndNativity JourneysGym:  Games: MFL: AnimalsMusic: Singing in preparation for the nativity | Key Text:Where the wild things areJungle Book |
| UNCRC Article(s):Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.Key skill: to develop independence and the ability to make discoveries and represent their findings as they chose. | UNCRC Article(s):Article 29: Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, **protect the environment and respect other people.**Key skill: to develop independence and the ability to make discoveries and represent their findings as they chose. |
| P4C Stimuli:Taco the Toucan brings a message asking the children if they would like to join him on an adventure in a hot air balloon and they have to decide which 4 items they would take with them.Where in the world would you like to visit and why?(Communication – debate issues and formulate well-constructed points) | P4C Stimuli:Key questions posed by our class ToucanPicture form Where the wild things areRemembrance: Letter as a stimulus from an ex-service man |
| Key Questions:Why do people go on holiday/travel?Where have you visited in the world?Where would you like to visit and why? | Key Questions:Why do people cut down the trees?What happens when all the trees are gone?Will they come to England to cut down more trees when they have all gone?Why is it not a crime?Why should we keep the rainforests?Why not just plant another tree? |
| Community/International Involvement:Governor to visit the classroom in role as a character from the bookInvite parents to come in and visit our travel agents and show case the learning from the half termParents to share where in the world they have visitedVisit a local travel agents | Community/International Involvement:Entry point – off site visit to the Living RainforestExit point – research the Woodland Trust and how we as a class can fundraise to raise money for the endangered rainforestsParents to generate questions that they would like to know the answer to about Rainforests – children to generate a class book in response to their questions. |