

Greenmount Primary School – Medium Term Planning

Date January 2020

Year Group Two

Teacher Mr Hillier / Mrs Dubbins

Title
Lets Explore

Outline, including purpose and audience ~

The children will study people who have made significant contributions both nationally and internationally. Be inspired by their achievements and try some projects in the same areas of expertise. They will be inspired by these role models, to dream of what they might achieve in the future. They will study famous people from broad historical eras: Tudor and Renaissance times, Victorian and early Modern times, Early Twentieth Century and Late Twentieth /Early Twentieth Century. They will also changes in aspects of everyday life.

They will develop their historical knowledge and understanding of the lives and significance primarily of Christopher Columbus and Neil Armstrong. Identify the kit needed for an expedition and compare the equipment taken by Columbus and Armstrong on their voyages. Discover navigation techniques and learn about the materials used by Columbus and Armstrong. Identify the properties of a range of materials for your own expedition. Go on to describe their own ‘expeditions’ using a range of media.

Opener ~

Go on an expedition around the school grounds. Pack equipment that they think they may need. Show the children a map of the school with some key landmarks to discover. Explain that they must follow the map to find all the different locations. When they arrive at a location they must write down a letter they discover there (maybe collect a piece of ribbon too to prove they have visited the location). When they have collected all the letters they must decipher a hidden message.

Outcome/event ~

Subject Focus ~ Science	Subject Focus ~ History	Subject Focus ~ Geography
<p>To find out about and describe the basic needs of animals, including humans, for survival.</p> <ul style="list-style-type: none"> To begin to understand which foods are healthy and which are less healthy. To understand that the food we eat can be broken down into food groups. To understand what a healthy diet is. <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <ul style="list-style-type: none"> To understand that the food we eat can be broken down into food groups. To understand what a healthy diet is. To understand the importance of washing our hands. To understand the importance of caring for our teeth. To understand the relationship between the food we eat and how 	<p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> Order some significant explorers on a timeline. Stick images of significant explorers onto the continent they explored on a map. Know details about the boat Christopher Columbus used in his voyages. Be able to identify possible dangers Christopher Columbus faced on his voyages. <p>To compare aspects of life, identifying similarities and differences between different periods.</p> <ul style="list-style-type: none"> Select time-appropriate items for ‘Explorer Bear’ to take on Christopher Columbus and Neil Armstrong’s voyages. Begin to develop knowledge and understanding of Columbus and Armstrong 	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <ul style="list-style-type: none"> Plan and go on a school grounds expedition with ‘Explorer Bear’. Locate some school grounds ‘landmarks’ in person and on a simple map. Identify items needed to go on a successful expedition. Follow the journeys of Christopher Columbus and Neil Armstrong on maps. Have a go at ‘dead reckoning’ and spaceship navigation. Describe and follow journeys using compass directions and locational and directional language. <p>To name and locate the world’s seven continents and five oceans.</p> <ul style="list-style-type: none"> Label the 7 continents and 5 oceans on a map. <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>

<p>healthy our teeth are.</p> <ul style="list-style-type: none"> • To know why exercise is important. • To understand their own daily exercise routines. • To learn how they can do more exercise. • To begin to understand the effect exercise has on their pulse rate. 	<ul style="list-style-type: none"> • Learn about dangers of exploration for Columbus and Armstrong • Identify and compare the materials used for clothing and equipment used for expeditions in different eras • Build a 15th Century sailing ship, and a spaceship, from junk. • Take part in a team briefing, prior to departure with Columbus and Armstrong, to discuss risks and to check all the equipment is ready. • Recap on information they have previously learnt about Columbus and Armstrong's historic journeys. 	<ul style="list-style-type: none"> • Find their school on aerial photographs and modern maps.
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<p>Social, Moral, Spiritual and Cultural dimensions – please note specific aspect covered</p> <ul style="list-style-type: none"> • Communicate and cooperate with others to contribute to the life of the class and school • Know about local services • Know about the world immediately around them and globally • Know about how people can change world history and Britain's part in this. • Know what improves and harms the environment and know some of the different ways people look after it. • Observe surroundings and be able to make some judgements. • Know people in their community who are 'experts'. • Respond with increasing confidence to new people and situations.
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English Application and opportunities for writing ~	Mathematics Application and opportunities for problem solving/investigation ~
<ul style="list-style-type: none"> • To write for different purposes. • To segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • To participate in role-play. • Write a kit list for Columbus's and Armstrong's expeditions. • Re-enact Columbus' or Armstrong's historic journey. • Send a postcard home describing the Caribbean and moon. 	<ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns. (clockwise and anticlockwise) • Compare and sequence intervals of time.

<p>Timescale/key dates and events/useful info...</p> <p>Exploration around the local area – Fieldtrip.</p>

<p>KPIs addressed</p> <p>Writing I can write narratives about personal experiences and those of others – real.</p> <p>I can write for different purposes, including real events.</p> <p>I can plan and discuss the content of writing and record my ideas.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Maths I can order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns. (clockwise and anticlockwise)</p> <p>I can compare and sequence intervals of time.</p> <p>Geography I can describe a place outside of Europe using geographical words.</p> <p>I can describe the key features of a place from a picture.</p> <p>I can name the continents of the world and locate them on a map.</p>
<p>Science I can ask simple scientific questions.</p> <p>I can use simple equipment to make observations.</p> <p>I can carry out simple tests.</p> <p>I can identify and classify things.</p> <p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p> <p>I can describe what animals and humans need to survive.</p> <p>I can describe why exercise, a balanced diet and good hygiene are important for humans.</p>	<p>History I can use phrases like: before, after, present, past, then and now.</p> <p>I can recount the life of someone famous who lived in the past.</p> <p>I can answer questions by using books and the Internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>

Please attach documentation of pupil involvement in planning (for instance ‘What we know and what we’d like to find out’ summary sheet)