

Project Plan Term: Sum1/Sum2 Phase: Y2 Stage: Explore (The Arts & Well-Being)






KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

Character Education Theme: Big Dreams		Key Vocabulary (Schema):	Subject, Scheme, Unit & Lesson Focus		Key Knowledge
Enquiry question: How can I be the best I can be? English Application Non chronological reports Holiday brochures Garden centre brochures Interviews and questionnaires Famous People fact files Schools fact file Diary entries from a school in the past Writing an argument for a point of view			school, classroom, teacher, lesson, timeline, past, present, living memory, change, similarities and differences, punishment, dunce, cane, chalk, chalkboard, technology, IT, Computers, timetable, source, evidence, generate, modern, playground, Physical Education, privilege, universal, Past Events, Present Time, Date, Modern, Decade, Century, evidence, sources, recollections and memories.	Science – Developing Experts: Plants 1. Know the difference between bulb and seed 2. Design and experiment to find out what plants need to grow 3. Describe what plants need to grow 4. Describe the life cycle of a plant 5. Observe and record the growth of plants over time 6. Understand that plants adapt to suit their environment	
Maths Application Comparing how and what was taught in maths in both living memory and 100 years ago. Recite times tables as if it was a classroom from 100 years ago. Create bar charts and graphs to record their favourite lessons		History S&K To investigate what school was like in the past. To be able to ask questions about the past. To compare schools in the past with schools today. To make inferences from historical information. To know how to find out about schools in the past.		<ul style="list-style-type: none"> Describe how music makes them feel Create a rhythm pattern Create and refine musical patterns Describe an animal using sounds Reopen work and suggest improvements 	
Arts/Well-Being Application		Teach Computing: Creating Media – Making Music (Music Link) 1. Say how music makes us feel 2. Identify patterns in music 3. Show music is made from a series of notes (2 sessions) 5. Create music for a purpose 6. Review and refine			<ul style="list-style-type: none"> Describe how music makes them feel Create a rhythm pattern Create and refine musical patterns Describe an animal using sounds Reopen work and suggest improvements
		RE – SACRE: How can we learn from sacred books?			

Foundation Subject

Overviews

Key Stage One

 <p>Geography</p> <p>Key Stage One</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human & Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	 <p>History</p> <p>Key Stage One</p> <p> pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Barnes-Lee, Pieter Bruegel the Elder and L.S. Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) significant historical events, people and places in their own locality 	 <p>Physical Education</p> <p>Swimming & Water Safety</p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations. <p>Key Stage One</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	 <p>Computing</p> <p>Key Stage One</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content. recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	 <p>Design & Technology</p> <p>Key Stage One</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria conceive, develop, model and communicate their ideas through talking, drawing
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<p>Creating a list of how their well being was treated 100 years ago in schools compared to now. What would they change then and now if they could?</p> <p>Stem Application</p> <p>Create a small garden and compare and contrast how each different plant/bulb/seed grows with the same soil/light/water</p>	<p>To be able to recognise features of a modern classroom</p> <p>To be able to recognise features of classrooms 100 years ago.</p> <p>To be able to think of similarities and differences between classrooms now and in the past.</p> <p>To be able to think of similarities and differences between classrooms now and in two different periods of time.</p> <p>To use historical facts to make a decision.</p>	<ol style="list-style-type: none"> 1. What stories are special to us? What is a holy book? 2. What makes places sacred 3. How do we celebrate sacred times? 4. What does it mean to belong to a faith community 	<ol style="list-style-type: none"> 5. How should we care for others in the worth 6. What have learned about the Jewish, Muslim and Christian faiths this year. 	<ul style="list-style-type: none"> • Give reasons why a holy book is considered to be 'holy' • Re-tell special story and suggest meanings • Make links between sacred texts and what people believe and how they live
<p>Retrieval practices/Assessment:</p> <p>Pre subject mind map</p> <p>To use different sources of evidence to generate and ask questions.</p>	<p>Learning Activities:</p> <p>How was school Different in the Past?</p> <ol style="list-style-type: none"> 1. What is a school and what is its purpose? To use different sources of evidence to generate and ask questions. Were schools different in the past? 2. How have schools changed in Living memory? Interview staff for their memories and recollections. What questions do we need to/ could we ask? 3. How were schools different in the 1900s? 4. How have schools changed? 5. What is similar and different about schools now and in the past? 6. Would you have preferred to go to school now or in the past? 	<p>PSHE – Jigsaw: Relationships</p>		<ul style="list-style-type: none"> • Identify family members and understand the relationship between them • Understand what acceptable and unacceptable physical contact is • Understand when keeping secrets is good/not good • Recognise and appreciate people who help and are special to us
		<p>Music – Charanga: Music that makes you dance – music makes us happy</p>		<ul style="list-style-type: none"> • Inventing a Musical Story • Singing with expression • Listening with concentration
<p>Outdoor Learning:</p> <p>Create a small garden and compare and contrast how each different plant/bulb/seed grows with the same soil/light/water</p> <p>Explore and use the outdoor classroom linked to science, history and art.</p> <p>Compare their well being and feelings about using the outdoor space. Play some of the games and undertake some of the old style songs and learning from schools in the past.</p> <p>Explore the plants that grow in and around the school and the reasons for it.</p>		<p>PE – Real PE – Physical Skills Sending and receiving/Ball handling – reaction/response</p>		<ul style="list-style-type: none"> • Coordination – sending and receiving • Agility – Reaction and Response • Perform and repeat longer sequences with clear shapes and controlled movements
		<p>Art & Design – Access Art: An Introduction to Sketchbooks</p>		<p>Explores</p> <ul style="list-style-type: none"> ○ Reimagine the world ○ Transform a familiar object ○ Art can be playful ○ We can create art for people to use
<p>Golden Rules: Ready, Respect, Safe</p> <p>School Values: <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i></p>	<p>Project Concepts:</p> <p>pride, self-belief, confidence, change, wisdom, appreciation, determination, resilience, self-actualisation, hard work, perseverance, a never give up attitude.</p>			

Foundation Subject

Overviews

Key Stage One

Project Plan Term: Sum1/Sum2 Phase: Y2 Stage: Explore (The Arts & Well-Being)

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocab	Key Questions	Content	Application
Title: Martin Luther King Jr Author: Maria Isabel Sanchez Vegara	Spiritual Preacher Segregation Injustice Congregation Community Citizens Civil Rights Timeline	What kind of family did MLKJ come from? What was wrong with segregation? What is peaceful protest? What was MLKJ's dream? What is a hero? What dreams can we have?	How was MLKJ the best he could be? What actions did he do to create change for others. Changes to the law The importance of peaceful protest The impact of the 'I have a dream' speech	Shine application – timeline of his life Hashtags # Emojis on segregation, peaceful protest and the marches and winning a peace prize
Grounding Text 2	Vocab	Key Questions	Content	Application
Title: Muhammad Ali Author: Maria Isabel Sanchez Vegara	Professional Olympic Heavyweight Trash Talk Toughest Courageous African-American Arabic Beliefs Rope-a-dope	Why did MA turn to boxing? What strengths did MA have? Why did he change his name? Why was MA admired by people? How did MA inspire others?	The need to work hard to be the best you can be. The need to never give up even if you sometime loose you can come back even stronger.	Shine application – timeline of his life Hashtags # Emojis on wining, loosing and returning to victory



Geography

Key Stage One

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Place Knowledge

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Human & Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
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 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
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Geographical Skills & Fieldwork

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- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



History

Key Stage One

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- significant historical events, people and places in their own locality



Physical Education

Swimming & Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

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Key Stage One

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
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Key Stage One

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Design & Technology

Key Stage One

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	Charities Admired Timeline boxer			
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: The Snail and the Whale Author: Julia Donaldson	Title: The Lighthouse keeper's cat Author: Ronda and David Armitage	Title: Pretty Author: Canizales	Title: Where the Poppies Now Grow Author: Hilary Robinson and Martin Impey	Title: Perfectly Norman Author: Tom Percival
Focus	Focus	Focus	Focus	Focus
Vocabulary: Humpback Starlit Shooring stars Icebergs Fiery mountains Toothy grins Foamed Frolicked Theme: Rhyme and Humorous Vocabulary Shine : Hashtags, emojis, timeline, how and why	Vocabulary: Lighthouse Quivering Skedaddle mush Tattered Yeowled Caterwauling scampering Theme: intertextuality, sequel, reoccurring themes, bravery, being the best he can be Shine : Hashtags, emojis, timeline, how and why	Vocabulary: Troll Dainty Sleek Swamp Stomped Drizzled Mouldy maggoty Theme: it's always best to be yourself Shine : Hashtags, emojis, timeline, how and why	Vocabulary: Battleground Bold Shielded Trenches Injured Aerodrome Barricades Makeshift Theme: friendship, innocence, peace, remembrance Shine : Hashtags, emojis, timeline, how and why	Vocabulary: Uplifting Nervously Hesitantly Hot-faced dreadful unbearable problematic extraordinary Theme: a metaphor for change, we can all do amazing things if we dare to be different. Shine : Hashtags, emojis, timeline, how and why
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: the Worrysaurus Author: Rachel Bright	Title: We are all born Free Author: Frances Linkcoln	Title: The Friendly Postman Author: Yu-Ri Kim	Title: If all the world were Author: Joseph Coelho	Title: The Lost Homework Author: Richard o'Neill

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KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

Focus	Focus	Focus	Focus	Focus
<p>Vocabulary: Fluttering Butterflies Busy brain Wordlings Chatter Jellies Skittered Unexpected Snuffly Shuffley Overthink pointy</p> <p>Theme: letting go of all your fears to achieve your full potential</p> <p>Shine : Hashtags, emojis, timeline, how and why</p>	<p>Vocabulary: duty freedom rights unemployed disabled government separated marriage protected law slave</p> <p>Theme: A declaration of our human Rights</p> <p>Shine : Hashtags, emojis, timeline, how and why</p>	<p>Vocabulary: Gentle soul Beautiful heart Easel Crazy Staggered Gradually Gossiping Wander Snatch A shock of red hair</p> <p>Theme: Being yourself, helping others, never giving up</p> <p>Shine : Hashtags, emojis, timeline, how and why</p>	<p>Vocabulary: Spring petal paper Indian String Rainbow nibbed Homemade Ruby Deep Space Replant Springtime budding</p> <p>Theme: Dreams and how to achieve them</p> <p>Shine : Hashtags, emojis, timeline, how and why</p>	<p>Vocabulary: Community Travellers Kushti Atchin Tan Thermal expansion Celsius Farrier Calculate Horsebox Satnav Service Harmonica Circuit Utility pinnies</p> <p>Theme:the importance of friends and family to achieve the best you can be</p> <p>Shine : Hashtags, emojis, timeline, how and why</p>



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Key Stage One

Design

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Theme: Big Dreams		Subject, Scheme, Unit & Lesson Focus		Skills + Knowledge
<i>Enquiry question: How can I be the best I can be?</i>		Science – Developing Experts: Animals including humans – Growth Life Cycles		<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults.
English Application Non chronological reports Holiday brochures Garden centre brochures Interviews and questionnaires Famous People fact files		1. Learn how to order the stage of a human life cycle 2. Describe the stages of life from adulthood to old age 3. Learn how to match offspring to their parent 4. Explore the life cycle of a chicken 5. Describe the life cycle of a butterfly 6. Explore the life cycle of a frog		
Maths Application Create bar graphs and charts to record rainfall and temperatures		Geography S & K – Living in Hot or Cold Places		<ul style="list-style-type: none"> Identify, match, predict and change the start and outcome of a sequence Apply known skills to create a program Compare, debug and improve a program
STEM Application Links with what conditions plants need to grow. What grows in different parts of the world and why? Adaptation of Plants and animals. Compare lifecycles in different extreme climates Link to prior learning about both habitats and microhabitats		Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.		
Retrieval practices/Assessment: Mind maps to assess project bassline Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold		Learning Activities (including outdoor): Weather; Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times). Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season. Living in Hot or Cold Places 1. Name the 7 continents and 5 oceans on a world map 2. Identify some physical features of the polar regions		<ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving examples Re-tell Bible stories and stories from another faith about caring for others and the world Identify ways that some people make a response to God by caring for others and the world
		PSHE – Jigsaw: Changing Me (Science/RSE Links)		<ul style="list-style-type: none"> Recognise that some changes are outside of our control and how they feel about this Recognise how their bodies have changed and how they will change as they grow older Understand that there are different types of touch – express likes and dislikes
		1. Life Cycles in Nature 2. Growing from Young to Old 3. The Changing Me 4. Boys’ and Girls’ bodies 5. Assertiveness 6. Looking Ahead		
		Music – Charanga: Exploring Improvisation – looking after our planet		Exploring social themes. Improvisation – music that belongs to you. Listening to , singing and playing your own music.
		1.The sunshine song. (Part 1) 2.The sunshine song. (Part 2) 3.Four white horses. (Part 1) 4.Four white horses. (Part 2) 5.Down by the bay. 6. Assessment Checkpoint.		

Foundation Subject

Overviews

Key Stage One

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places. Locate some countries with hot or cold climates on a world map	<ol style="list-style-type: none"> Locate and name colder countries on a world map discussing their location in relation to the polar regions Locate the Equator and identify the countries that are found on it Compare and contrast physical features of hot and cold places (Use Kenya to contrast with the UK) Compare and contrast human features of hot and cold places Compare temperatures and rainfall in hot and cold places. Create a fact file – Would you prefer to live in a hot or cold place? 			
	<p>Outcomes:</p> <p>For the children to recall the key facts from the different areas taught.</p>	<p>PE – Real Gym: Health and Fitness Skills – Flight and Rotation -Gymnastics</p> <ol style="list-style-type: none"> flight – floor work flight and hand apparatus flight sequences 	<ol style="list-style-type: none"> rotation – floor work rotation low apparatus rotation sequences 	<ul style="list-style-type: none"> Learn gym specific flight and rotation skills -applied to a variety of equipment Create their own movement sequence Travel and jump in a variety of ways with increasing control and balance
<p>School Values: <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i></p>	<p>Project Concepts: pride, self-belief, confidence, change, wisdom, appreciation, determination, resilience, self-actualisation, hard work, perseverance, a never give up attitude.</p>	<p>Art & Design – Access Art: Music and Art</p> <ol style="list-style-type: none"> Drawing to a metronome Mark Making and Sound Show Me What You See 	<p>Art & Design – Access Art: Music and Art</p> <ol style="list-style-type: none"> 4&5. Explore Making or Drawing Instruments 6. Reflect and Discuss 	<p>Explores:</p> <ul style="list-style-type: none"> how we can make art inspired by the sounds we hear. Drawing, collage, painting and making
		<p>D&T – Projects on the Page: make a fruit smoothie</p> <ol style="list-style-type: none"> Review food hygiene practice. make a smoothie. Explore advertising of lolly ices. Design a smoothie. 	<ol style="list-style-type: none"> Use tools to make a smoothie. Create packaging for smoothie. Evaluate effectiveness of product. 	<ul style="list-style-type: none"> Generate initial ideas and design through investigating a variety of fruit and vegetables. Use simple utensils and equipment to e.g. peel, cut,



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History

Key Stage One

pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Barnes-Lee, Pieter Bruegel the Elder and L.S.Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality



Physical Education

Swimming & Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, breaststroke and backstroke)
- perform safe self-rescue in different water-based situations.

Key Stage One

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.



Computing

Key Stage One

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Design & Technology

Key Stage One

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- conceive, develop, model and communicate their ideas through talking, drawing

			slice, squeeze, grate and chop safely.
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