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

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT,

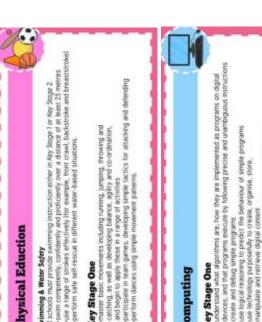
LEARNING & DEVELOPMENT

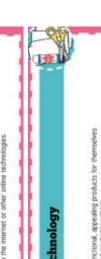
Character Education Theme: Big Dreams	Key Vocabulary (Schema):	Subject, Scheme, Unit & Lesson Focus		Key Knowledge
Enquiry question: How can I be the best I can be?	school, classroom, teacher, lesson, timeline, past,	Science – Developing Experts: Plants		Observe and describe how seeds
English Application 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	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.	Know the difference between bulb and seed     Design and experiment to find out what plants need to grow     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	<ul> <li>and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
Maths Application	History S&K	Teach Computing: Creating	Media – Making Music	Describe how music makes them
Comparing how and what was taught in maths in		(Music Link)		feel  Create a rhythm pattern
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	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	<ul><li>1. Say how music makes us feel</li><li>2. Identify patterns in music</li><li>3. Show music is made from a series of notes (2)</li></ul>	<ul><li>5. Create music for a purpose</li><li>6. Review and refine</li></ul>	<ul> <li>Create and refine musical patterns</li> <li>Describe an animal using sounds</li> <li>Reopen work and suggest improvements</li> </ul>
Arts/Well-Being Application	past.	sessions)  RE – SACRE: How can we le	arn from sacred books?	











Creating a list of how their 100 years ago in schools cowould they change then an Stem Application Create a small garden and each different plant/bulb/s soil/light/water	ompared to now. What not now if they could?	To be able to recognise features of a modern classroom To be able to recognise features of classrooms 100 years ago. To be able to think of similarities and differences between classrooms now and in the past. To be able to think of similarities and differences between classrooms now and in two different periods of time. To use historical facts to make a decision.	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	<ul> <li>5. How should we care for others in the worth</li> <li>6. What have learned about the Jewish, Muslim and Christian faiths this year.</li> </ul>	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
Retrieval	Learning Activities:	To use historical facts to make a decision.	PSHE – Jigsaw: Relationship	)C	Identify family members and
practices/Assessment: Pre subject mind map To use different sources of evidence to generate and ask questions.  How was school Different  1. What is a school a evidence to generate the past?		in the Past?  and what is its purpose? To use different sources of rate and ask questions. Were schools different in a changed in Living memory? Interview staff for	Families     Keeping safe – physical contact     Friends and conflict	4. Secrets 5. Trust and Appreciation 6. Celebrating My Special Relationships	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
	their memories and could we ask?	and recollections. What questions do we need to/	Music – Charanga: Music that makes you dance – music		who help and are special to us     Inventing a Musical Story     Singing with expression
	<ol> <li>How were schools</li> <li>How have schools</li> <li>What is similar an</li> </ol>	s different in the 1900s? s changed? nd different about schools now and in the past? oreferred to go to school now or in the past?	makes us happy  1. I wanna play in a band. (Part 1)  2. I wanna play in a band. (Part 2)  3. Music is all around. (Part 1)	4. Music is all around. (Part 2) 5. Saying sorry. 6. Assessment Checkpoint	Listening with concentration
	Outdoor Learning: Create a small garden and compare and contrast how each different plant/bulb/seed grows with the same soil/light/water Explore and use the outdoor classroom linked to science, history and art. 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. Explore the plants that grow in and around the school and the reasons for it.		PE – Real PE – Physical Skillshandling – reaction/response  1. Junk yard clear up.  2. Removal team.  3. Jungle challenge	4. Link skills. 5. Copy your partner. 6. Quick off the mark.	Coordination – sending and receiving     Agility – Reaction and Response     Perform and repeat longer sequences with clear shapes and controlled movements
				Art & Design – Access Art: An Introduction to Sketchbooks	
			use stones and materials to make roots and chutes     Find twigs that can be made in the shape of people	3. create a tree house from sticks and materials 4. twig masks 5.create twig people with sticks and materials 6. Share, Reflect and Discuss	<ul> <li>Transform a familiar object</li> <li>Art can be playful</li> <li>We can create art for people to use</li> </ul>
Golden Rules: Ready, Resp School Values: Happiness, Resilience, Pride, Honesty,	Friendship, Belonging, Individuality, Creativity	Project Concepts: pride, self-belief, confidence, change, wisdom, appreciation, determination, resilience, self- actualisation, hard work, perseverance, a never give up attitude.			

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## 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

Foundation Subject

Key Stage One

Overviews

Favourite Text 1a  Title: The Snail and the Whale  Author: Julia Donaldson	Charities Admired Timeline boxer  Favourite Text 2a  Title: The Lighthouse keeper's cat Author:Ronda and David Armitage	Favourite Text 3a  Title: Pretty  Author: Canizales	Favourite Text 4a  Title: Where the Poppies Now Grow  Author: Hilary Robinson and Martin Impey	Favourite Text 5a  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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POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT,

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

# Foundation Subject Overviews

Key Stage One





Physical Eduction

Theme: Big Dreams		Key Vocabulary (Schema):	Subject, Scheme,	Unit & Lesson Focus	Skills + Knowledge
Enquiry question: How can  English Application  Non chronological reports Holiday brochures Garden centre brochures Interviews and questionnai Famous People fact files		Climate, Weather, Tropical, Polar, Temperate, Pack Ice, Land, Desert, Savannah, Grassland, Vegetation, continents, oceans, characteristics, location, equator, North Pole, South Pole, compare and contrast, temperature, rainfall, hot, cold, human features, physical features, glacier, crevasse, compass, savannah, desert, globe, sea rural, urban, mild, thermometer, rain gauge, rainforest.	Science – Developing Experimental Science – Growth Life Cyles  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	Notice that animals, including humans, have offspring which grow into adults.
Maths Application Create bar graphs and charts to record rainfall and temperatures  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.	Computing – Teach Computer Programming Quizzes  1. A sequence of commands has a start  2. A sequence of commands has an outcome  3. Create a program using a given design	4. Change a given design 5. Create a program using their own design 6. Decide how a project can be improved	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  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
			RE – SACRE: How should we cand why does it matter?  1. Should we care for everyone?  2. What do Christians believe about caring for people?  3. What do some religions say about caring for other people?	4. How have some people shown they cared? How is the golden rule an encouragement to care?  5. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	
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	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 deplace. Recognise the		PSHE – Jigsaw: Changing M  1. Life Cycles in Nature 2. Growing from Young to Old 3. The Changing Me  Music – Charanga: Exploring	4. Boys' and Girls' bodies 5. Assertiveness 6. Looking Ahead	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 Exploring social themes.
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			after our planet  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.	Exploring social themes.  Improvisation – music that belongs to you.  Listening to , singing and playing your own music.

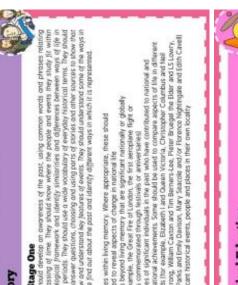
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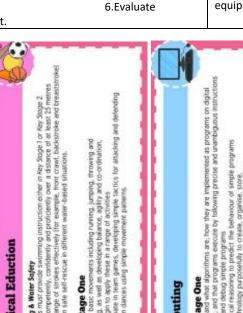
PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT,

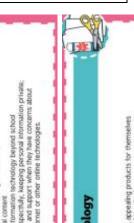
LEARNING Locate and name colder counties on a world map discussing their places. Locate some countries with hot or cold location in relation to the polar regions climates on a world map Locate the Equator and identify the countries that are found on it Compare and contrast physical features of hot and cold places (Use Kenya to contrast with the UK) PE - Real Gym: Health and Fitness Skills - Flight and · Learn gym specific flight Compare and contrast human features of hot and cold places and rotation skills -applied **Rotation - Gymnastics** Compare temperatures and rainfall in hot and cold places. to a variety of equipment 1.flight – floor work 4. rotation – floor work • Create their own Create a fact file – Would you prefer to live in a hot or cold place? 2 flight and hand 5. rotation low apparatus movement sequence 6.rotation sequences apparatus Travel and jump in a variety 3.flight sequences of ways with increasing control and balance **Outcomes:** Art & Design - Access Art: Music and Art **Explores:** • how we can make art 1. Drawing to a 4&5. Explore Making or inspired by the sounds we For the children to recall the key facts from the different areas taught. **Drawing Instruments** metronome hear. 2. Mark Making and Sound 6. Reflect and Discuss • Drawing, collage, painting 3. Show Me What You See and making School Values: Happiness, Friendship, Belonging, Project Concepts: pride, self-belief, confidence, D&T - Projects on the Page: make a fruit smoothie • Generate initial ideas and Resilience, Pride, Honesty, Individuality, Creativity change, wisdom, appreciation, determination, design through investigating a 1. Review food hygiene practice. 4.Use tools to variety of fruit and resilience, self-actualisation, hard work, make a smoothie. vegetables. 2. Explore advertising of lolly ices. 5.Create packaging perseverance, a never give up attitude. Use simple utensils and for smoothie. equipment to e.g. peel, cut, 3.Design a smoothie. 6.Evaluate effectiveness of product.

# Foundation Subject Key Stage One Overviews









	slice, squeeze, grate and chop safely.