



Wider Curriculum Medium Term Plan

Topic: Explorers and Adventurers		
Year group: 2	Term: Autumn term	Timescale: 12 weeks
Subjects areas: History, Geography, Art, DT		
<u>Learning 4 Life</u>		
 I know what the icons represent. I can apply the skills to my learning		
<u>Learning Intentions</u>		
History: • Understand the lives of significant individuals in the past who have contributed to national and international achievements. • Events beyond living memory that are significant nationally or globally (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.) Geography: Locational knowledge • 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 Place knowledge • 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 Geographical skills and fieldwork • 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 Human and 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		

- 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

Art:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use a range of materials creatively to design and make products.

Outcomes for the Sequence: What will the children do? (Please list multiple outcomes if applicable)

Cumulative Outcomes:

To make a boat that floats out of chosen materials.

To plan an adventure with friends and think about what to take and why they are going – act it out.

To paint landscapes and then study artists that painted the sea to gather ideas to paint their own sea scape.

To perform the Nativity

Other Subjects:

Subject: RE Why are the stories in the Bible important to Christians? Visit to the cathedral and churches- what are the signs and symbols of Jesus.	Outcome for the Whole Term: To be able to explain why stories in the Bible are important to Christians. Nativity
Subject: Computing	Using I pads. Ensure all children are able to access and use the ipads.

Session 1 &2	God The lost Son Story, Puppets and ordering the story
Session 2&3	God The Lost Son Hidden meaning boxes. Connections to self and for Christians
Session 3@4	God Jonah Story and deeper Meaning
Session 4&5	God Jonah Connections to self and for Christians
Visit church	
Session 5	Incarnation Why is Christmas important to Christians
Session 6	Incarnation Why is Christmas important to Christians
Session 7	Incarnation Why is Christmas important to Christians.

Name

09.09.2019 LI: I can evaluate the boat I made out of collage materials.

Drawing of my boat	
Did my boat float or sink?	
Good design point	
Bad design point	
How can I improve my boat next time?	

Each session may take more than one lesson. See separate plans.

Session 1 DT	DT drawing and making boats out of junk modelling.
Session 2 DT	Test the boats in water and then evaluate them to put in topic books with photos of boats.
Session 3 Hist/Geo	What do Explorers do? Using a map of the school and grounds see if they can label some of the places. Pretend to get ready for an expedition and then take the maps outside. Make a time line using the dates and then introduce the explorers and where they went. Look at the globe and atlas and the map of the world. Let the children match the explorers onto the dates of the time line. Then label the continents look at the powerpoint on continents.
Session 4 Hist/Geo	What do explorers take with them? X 3 sessions including how do historians know how old something is?
Session 5 Hist/Geo	Ice explorer shackleton
Session 6 Hist/Geo	Tenzing Norgay - Everest

Extra session on Space race?	Using session 4 ppt and studying first woman in space and first man on the moon.
Session 7 Hist/DT	Explorers and materials
Session 8 Drama/Hist/Geo	To plan an adventure with friends and act it out. Eg Why they are going there, where to go, what to bring , what do they find and what happens.

Session 1 Hist	Visit Museum
Session 2 Art	Art work to produce spirals
Session 3 Hist	Mary Anning - bio
Session 4 Art	Making fossils

RE and Christianity See understanding Christianity planning

Session 1	God The lost son x 2
Session 2	God Prayer
Session 3	God Jonah
Session 4	God Jonah
Visit church	
Session 5	Incarnation Why Christmas important to Christians
Session 6	Incarnation Why Christmas important to Christians
Session 7	Incarnation Why Christmas important to Christians