

# St Ann's Curriculum - Medium Term Planning: Discover Y2

<b>Core Skills:</b>		
<b>Active Learning</b>	<b>Basic Skills</b>	<b>Creative Thinking</b>
<ul style="list-style-type: none"> <li>To seek out and enjoy challenges</li> <li>To collaborate with others</li> <li>To show commitment and perseverance</li> <li>Assess themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>To speak clearly and convey ideas confidently</li> <li>To read and communicate ideas in writing efficiently and effectively</li> <li>To calculate efficiently and apply skills to solve problems</li> <li>To use new technologies confidently and purposefully</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to extend thinking</li> <li>To generate ideas and explore possibilities</li> <li>To overcome barriers by trying out alternatives</li> <li>To connect ideas and experiences in inventive ways</li> </ul>

<b>Themed Skills: Discover:</b>		
<ul style="list-style-type: none"> <li>Plan and research</li> <li>Analyse and evaluate</li> <li>Show empathy</li> <li>Show a commitment to justice</li> <li>Explore issues, events and problems from different perspectives</li> <li>Support conclusions using reasoned arguments and evidence</li> <li>Communicate their learning in different ways</li> </ul>		
<b>Key learning</b> (What will the children learn?)	<b>How</b> (What opportunities am I going to give the children so that they can learn?)	<b>Outcomes</b> (What will the learning look like? How will the learning be recorded?)
<p><b>Do our choices really matter?</b></p> <p>Main focus: Literacy*</p> <p><b>Week 1 focus: Vocabulary.</b></p> <p>LO: to recognise how our behaviour affects other people.</p>	<ul style="list-style-type: none"> <li>- Discuss choices – defining word/meaning.</li> <li>- Develop an understanding daily choices, good/bad choices.</li> <li>- Link choices to ‘Children of Winter – Diary Extract WAGOLL’ using lead text map but also creating their own.</li> <li>- Empathy glasses activity (use glasses throughout the week whilst learning the WAGOLL.</li> <li>Discussing the non-negotiables of Y2 writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create a ‘character’ that children believe would be the WAGOLL choice.</li> <li>✓ Develop a wide range of vocabulary when describing feelings and empathy.</li> <li>✓ Demarcate sentences with capital letters and full stops adding coordinating conjunctions.</li> </ul>

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<p><b>What is the significance in this well-known nursery rhyme?</b></p> <p>LO: to sequence events, photographs and artefacts into chronological order.</p>	<p><b>Plan and Research.</b></p> <ul style="list-style-type: none"> <li>- Research the famous nursery rhyme - 'Ring a ring of roses'.</li> <li>- Analyse each sentence and discuss what it may mean.</li> <li>- Introduce our discovery topic 'The Plague' and create historical journey throughout the year of 1665-1666. (basic journey to add to throughout topic).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop an understanding of the time frame by creating a Historical journey.</li> <li>✓ Understand the time frame from then to now and the differences in life for them and us.</li> <li>✓ Exploring the vocabulary used to describe the time of 1665.</li> </ul>
<p><b>What are the differences? Life then and now!</b></p> <p>LO: to compare photographs of people or events in the past to identify differences in the ways of life.</p>	<ul style="list-style-type: none"> <li>- Children travel back in time to 1665 Eyam.</li> <li>- discuss communities/values</li> <li>- Analyse and evaluate pictures - Compare and contrast to 2018.</li> <li>- Create a then and now <b>anchor chart</b> to refer to throughout Discover topic.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaboratively explore the differences in time periods through photography.</li> <li>✓ Morals and values – changes in time.</li> </ul>
<p><b>Who are the Children of Winter?</b></p> <p>LO: Recognise why people did things and why events happened, developing empathy and understanding.</p>	<p>Character descriptions</p> <p>Setting descriptions relating to WAGOLL 'Children of Winter'.</p> <p>Discussing the differences in time frames and characters personalities, appearance, schooling etc.</p>	<ul style="list-style-type: none"> <li>✓ Showing empathy towards others.</li> <li>✓ Developing an understanding for those of our age.</li> <li>✓ Create a character description of one of the children of winter.</li> </ul>
<p><b>What happened in 1665 that was so 'deadly'?</b></p> <p>LO: Explore issues, events and problems from different perspectives</p>	<ul style="list-style-type: none"> <li>- Observe and handle a range of sources: Children to use newspaper reports, pictures, videos, book extracts; A cross on the door(page 10-11) COW WAGOLL.</li> <li>- discuss the effectiveness of the sources (related to today's way of exploring the news around the world).</li> <li>- Discuss how we would record the deadly happenings of 1665, today.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that the Black Death was a plague (or plagues) that travelled to England from the East.</li> <li>✓ Create and record a newspaper report/short drama recounting the chaos. – Introduction (not into detail of what happened/symptoms etc.). (Vocab Ninja's).</li> </ul>


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<p><b>What were the gruesome symptoms?</b></p> <p>LO: Ask and answer questions about the past to find out answers.</p> <p>(See Science planning for germs link).</p>	<p>Continuing from Science topic previously - Create a doctor's surgery.</p> <ul style="list-style-type: none"> <li>- Role play doctor in 1665 and now.</li> <li>- Show children the differences to allow children to discuss and begin to form an understanding of the symptoms and how children/adults in 1665 could not avoid them like we can now.</li> <li>- <i>Horrible Hospital histories links.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Show empathy.</li> <li>✓ Use descriptive vocabulary to describe the deadly diseases.</li> <li>✓ Explore, choose and organize sounds and musical ideas.</li> <li>✓ Produce a rhyme/chant to explain the 5 symptoms.</li> </ul>
<p><b>Who keeps us safe?</b></p>	<ul style="list-style-type: none"> <li>- Begin with Inference grid picture (see resources) from 1665. Use this session to generate questions about this 'community' they see on the picture.</li> <li>- Begin to discuss our own community.</li> <li>- What is a community? Who is in ours? Do we need one? Are we always part of a community.</li> <li>- Discuss: family, school, town, church communities and ask children who supports us/how that makes us feel.</li> <li>- See CAFOD resources - What would happen if they didn't?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prayer/poem for our community (RE)</li> <li>✓ Discuss Kimi (CAFOD) community.</li> <li>✓ Compare communities across the world.</li> <li>✓ Discuss the difference of community then and now.</li>   <li>✓ Power of the community books throughout the week: Who helps us etc.</li> </ul>
<p><b>What responsibilities do I have?</b></p> <p>(following on from community).</p>	<ul style="list-style-type: none"> <li>- Look into different scenarios discussing what is right and wrong.</li> <li>- Explain the word 'responsibilities' within the classroom (class jobs), home, community, wider world.</li> <li>- to learn what improves and harms their local, natural and built environments and about some of the ways people look after them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how to value differences, support everyone.</li> <li>✓ Create 'where am I in this big world' circle (see resources) – Allowing children to understand the scale of the world and our responsibilities to each other.</li> </ul>


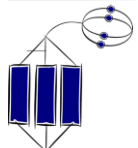
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<p><b>Did they have to be segregated?</b> (Quarantine)</p> <p>LO: Recognise why people did things and why events happened, developing empathy and understanding.</p> <p>LO: to use common words and phrases related to the passing of time.</p>	<p>Full day session!</p> <ul style="list-style-type: none"> <li>- Spend the morning segregating children due to hair colour, eye colour, size, age etc. Continue with Maths and Phonics but create new rules (that will allow children to think about how they felt being segregated).</li> <li>- After break – Explain the meaning of the word SEGREGATION and show children times in the past that people have been segregated (see IWB flipchart).</li> <li>- Put on their empathy glasses- how did that make you feel?</li> <li>- Discuss the segregation of families during the plague in the afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal experience of segregation.</li> <li>✓ Wider understanding of how it feels to be segregated.</li> <li>✓ Recognise why people in 1665 were segregated.</li> <li>✓ Have a view on whether I would like to be? How it would make me feel.</li> <li>✓ Children complete their own diary using the Children of Winter WAGOLL.</li> </ul>
<p><b>Who are The Plague Doctors?</b></p> <p>LO: Ask and answer questions about the past to find out the answers.</p>	<p>Create 2 medicine bags – past (1664/5) and now. What has changed? What has stayed the same? – Identify the difference in equipment etc.</p> <ul style="list-style-type: none"> <li>- Take children on a trip to a 1660's Doctors surgery using the Immersive suit.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the difference in equipment – relating to the passing of time/advances.</li> <li>✓ Create own medical kit to infect other classrooms with the knowledge of how to prevent.</li> <li>✓ Look into the future of the disease and globally (CAFOD, supporting others).</li> </ul>
<p><b>Do we have 'Free Will'?</b></p> <p>LO: Recognise why people did things and why events happened, developing empathy and understanding.</p>	<p>A Deadly Debate!</p> <p>Two centuries ago, doctors argued about the cause of this awful disease. They practiced what they believed but often their 'treatments' were worthless...</p> <p>Why do you think people got ill?</p>	

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History Assessment		
<p><b>Developing</b> (Multi-structural)</p> 	<ul style="list-style-type: none"><li>• <b>Order</b> events, photographs and artefacts chronologically</li><li>• Use common words and phrases to <b>describe</b> the passing of time (before, after, past, present, then, now)</li><li>• Handle and <b>describe</b> a range of sources of information to find out about the past</li><li>• <b>Explain</b> some of the reasons why people did things or why events happened</li></ul>	

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<p><b>Securing</b> (Relational)</p> 	<ul style="list-style-type: none"><li>• <b>Sequence</b> events, photographs and artefacts into chronological order within closer time boundaries</li><li>• Use common words related to time to <b>map</b> the period studied onto a timeline</li><li>• <b>Compare</b> photographs of people or events in the past and identify differences in the ways of life.</li><li>• Handle a range of sources of information, asking and answering questions to <b>demonstrate</b> their thinking</li></ul>	
<p><b>Enriched</b> (Extended abstract)</p> 	<ul style="list-style-type: none"><li>• <b>Create</b> a timeline using some dates and the vocabulary related to the passing of time</li><li>• Begin to <b>discuss</b> the effectiveness of sources of information</li><li>• Collect and use some relevant material to <b>develop</b> a picture of a past event.</li><li>• <b>Understand</b> some of the different ways the past can be represented</li></ul>	