


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



The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <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>	<p style="text-align: center;"><b>Basic Skills</b></p> <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>	<p style="text-align: center;"><b>Creative Thinking</b></p> <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: Explore:</b>		
<ul style="list-style-type: none"> <li>Recognise that they can impact their environment and community</li> <li>Show a commitment to justice</li> <li>Recognise their roles as Global citizens</li> <li>Communicate their learning in relevant ways</li> <li>Show empathy</li> </ul>		
Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>Introduction to the Project Key concepts and enquiry question. * Literacy focus – defining vocabulary of key concept words.</p> <p><b><i>Do we always appreciate what we've got?</i></b></p> <p><b>LO: to explore our own responsibilities.</b></p> <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> </ul>	<p>Discuss our own responsibilities</p> <ul style="list-style-type: none"> <li>- Home</li> <li>- School</li> <li>- Community (linking to Autumn terms concept words).</li> <li>- <b>Wider world</b></li> </ul> <p>Explore the concept words and what they mean to us.</p>	<ul style="list-style-type: none"> <li>- create a mind map of own responsibilities.</li> <li>- To define each key concept word using a range of digital devices (see IT curriculum).</li> </ul> <div style="text-align: center;">  </div>

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<p>Why is there a Rang-Tan in my bedroom?</p> <p>LO: Recognise that they can impact their environment and community.</p> <ul style="list-style-type: none"> <li>✓ To ask questions to extend thinking</li> <li>✓ To learn what improves and harms environment and some of the ways people look after them.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce 'Rang-tang' and explore the video.</li> <li>- Ask children to sequence the events of the video in a recall activity. (1)</li> <li>- Discuss and evaluate what the video is telling us using a comprehension activity (2)</li> <li>- Explore palm oil and why it is destroying his habitat, creating an information leaflet using picollage. (3)</li> <li>- Explore the dangers of deforestation using IT devices then children take part in whole class debate (4)</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing a story/event using emotive vocabulary.</li> <li>- Use new technologies confidently and purposefully.</li> <li>- Use reading techniques to analyse meaning.</li> </ul> <div style="text-align: right;">  <p>Chatterpix What improves and harms the Environment.</p> <p>CLASS</p> </div>
<p>Where is Rang-tan's Habitat?</p> <p>LO: To name and locate the world's seven continents.</p> <ul style="list-style-type: none"> <li>✓ Recognise their roles as Global citizens</li> <li>✓ to use aerial photographs and plans to recognise places and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the 7 continents</li> <li>- Key facts about each continent (focusing on Habitat link with Science).</li> <li>- Alphabet Globe Challenge</li> <li>- Focusing on Asia (Indonesian Rainforest).</li> <li>- Describe pictures from <a href="https://kids.mongabay.com/slideshows/indonesian-rainforest-tour/">https://kids.mongabay.com/slideshows/indonesian-rainforest-tour/</a> in Immersive suite. (Use chatterbox).</li> </ul>	<ul style="list-style-type: none"> <li>- (Ongoing) Create fact file for each of the 7 continents with information of the following;             <ul style="list-style-type: none"> <li>Size</li> <li>Flags</li> <li>Languages</li> <li>Animals (focusing on weather/habitat)</li> <li>Flip book fact file ✓</li> </ul> </li> <li>- Describe a scene (using co-ordination). ✓</li> <li>- Use an Atlas to name and locate 7 continents of the World. </li> </ul> <p style="text-align: right;">CLASS</p>
<p>What can I do to help?</p> <p>LO: to show a commitment to justice</p> <ul style="list-style-type: none"> <li>✓ Select information from resources to identify questions and to respond to questions about places</li> <li>✓ Recognise, describe and observe the human and physical features of a place and making simple comparisons (UK and Rainforest)</li> </ul>	<ul style="list-style-type: none"> <li>- Discover the impact on Rang-tan and other animals in the rainforest (Asia and other rainforests).</li> <li>- Explore ways in which we can help.</li> <li>- Empathise with Animals (Diary entry plan and write).</li> <li>- To connect ideas and experiences in inventive ways</li> </ul>	<ul style="list-style-type: none"> <li>- Create a diary entry from 'Rang-tan' ✓</li> <li>- Explore the ways in which we can help (global citizens).</li> </ul>

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<p>What does my school look like?</p> <p>LO: To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.</p>	<ul style="list-style-type: none"> <li>- Question children about prior knowledge of maps. What is a map? What different types of map are there? Why do we use maps? When might we use a map? Children discuss in partners and note examples of different types of maps on mini-whiteboards, before sharing.</li> <li>- Record ideas from the class on the whiteboard.</li> <li>- Show children the collection of different maps of the local area, discuss the audience and purpose.</li> <li>- Highlight the key features common to all maps (title, colour, map symbols, compass rose/ direction, key or legend).</li> </ul>	<ul style="list-style-type: none"> <li>- Completed drawing of a simple sketch map.</li> <li>- Label sketch map to include all relevant areas.</li> </ul> <p>Science Floorbook – Microhabitats ✓</p>
<p>How can I look after my local habitat?</p> <p>LO: Make a simple map using a key with basic symbols</p>	<ul style="list-style-type: none"> <li>- Explore/Observe local area on field trip.</li> <li>- Create questionnaire to enquire when on Fieldtrip. What do you like best about Stocksbridge? What would you like to change?</li> <li>- Contact local Mayor to discuss litter and traffic.</li> </ul>	<p>Fieldwork Skills (Continued into Spring 2)</p> <ul style="list-style-type: none"> <li>- Observation of location – discussing likes and dislikes.</li> <li>- Questionnaire e.g. what do you like best about your playground?</li> <li>- Survey (traffic or litter survey – maybe how much paper do we use?)</li> <li>- Sketches – drawing simple features they observe and adding labels. ✓</li> </ul>
<p><b>Spring 2</b></p>		
<p>What do you know about the crazy creatures?</p> <p>LO: to plan, write and preform a CRAZY CREATURE fact file.</p> <ul style="list-style-type: none"> <li>✓ To generate ideas and explore possibilities</li> <li>✓ Select information from resources to identify questions and to respond to questions about places.</li> </ul>	<ul style="list-style-type: none"> <li>- Find facts and information from a variety of sources. Using: Video images, books, posters and websites. (See Flipchart).</li> <li>- Explore 4 habitats (continents).</li> <li>- Look closely into chosen habitat.</li> <li>- Create 4 headings to allow the correct information to be given to reader</li> <li>- Know the writing purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify 4 habitats and select information for a particular one to create a fact file.</li> <li>- Plan of Crazy Creature Non-chronological report.</li> </ul>
<p>How important are those Crazy Creatures to us as Global Citizens?</p> <p>LO: to plan, write and preform a CRAZY CREATURE fact file.</p>	<ul style="list-style-type: none"> <li>- Draft questions (headings).</li> <li>- Collate research and information to write Non-chronological fact file.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will create a Non-chronological report on an animal's habitat. ✓</li> </ul>


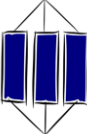
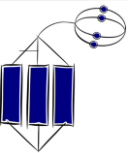
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<ul style="list-style-type: none"> <li>✓ To generate ideas and explore possibilities</li> <li>✓ Select information from resources to identify questions and to respond to questions</li> </ul>		
<p>Visit to Weston Park Museum</p> <ul style="list-style-type: none"> <li>✓ Communicate their learning in relevant ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Share project outcome with children, explaining they will create a CRAZY CREATURE project fact file on their chosen habitat and animal they would like to protect.</li> </ul> <p><a href="http://www.museums-sheffield.org.uk/learning/schools-and-colleges/workshops/habitats-2013/">http://www.museums-sheffield.org.uk/learning/schools-and-colleges/workshops/habitats-2013/</a></p> <p>Visit = to discover and explore habitats of a variety of creatures. See real creatures up close and discuss the importance of their homes.</p>	<ul style="list-style-type: none"> <li>- Understand the importance of an animals home to survive</li> <li>- Plan and create Orangutan Fact file. ✓</li> </ul>
<p>Crazy Creature Design and Technology Habitat</p>	<ul style="list-style-type: none"> <li>- See DT and Science Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Science Floorbook ✓</li> <li>- DT Booklet and creative outcomes ✓</li> <li>- Habitat Puppet Show – Weston Park. ✓</li> </ul>
<p>How can I appreciate what I have?</p> <p>LO: to create a persuasive leaflet.</p> <ul style="list-style-type: none"> <li>✓ To read and communicate ideas in writing efficiently and effectively</li> <li>✓ To calculate efficiently and apply skills to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Collate information from this terms project question and key concepts.</li> <li>- Discuss what children can do to make a difference to deforestation and/or other global issues covered.</li> </ul>	<ul style="list-style-type: none"> <li>- To produce a persuasive leaflet informing people how to “appreciate what you have..”</li> </ul>
<p>How can I look after my local habitat?</p> <p>LO: Make a simple map using a key with basic symbols</p>	<ul style="list-style-type: none"> <li>- Explore/Observe local area on field trip.</li> <li>- Create questionnaire to enquire when on Fieldtrip. What do you like best about Stocksbridge? What would you like to change?</li> <li>- Contact local Mayor to discuss litter and traffic.</li> </ul>	<p>Fieldwork Skills (Continued into Spring 2)</p> <ul style="list-style-type: none"> <li>- Observation of location – discussing likes and dislikes.</li> <li>- Questionnaire e.g. what do you like best about your playground?</li> <li>- Survey (traffic or litter survey – maybe how much paper do we use?)</li> </ul>

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Geography Assessment		
<p>Developing</p> 	<ul style="list-style-type: none"> <li>• <b>Clarify</b> understanding about places by asking and responding to questions.</li> <li>• <b>Explain</b> their likes and dislikes when discussing a location.</li> <li>• Use simple sources of information to recognise and <b>describe</b> features</li> <li>• <b>Draw</b> a simple sketch of the features they have observed.</li> </ul>	<p>Names of children</p>
<p>Securing</p> 	<ul style="list-style-type: none"> <li>• Recognise and <b>describe</b> the human and physical features of a place and make simple comparisons</li> <li>• <b>Observe</b> a location and discuss likes and dislikes. <i>(Observe: collect information about)</i></li> <li>• <b>Analyse</b> several sources of information to describe the features of a location</li> <li>• <b>Apply</b> a broader knowledge about locations when presenting information to a wider audience.</li> </ul>	
<p>Enriched</p> 	<ul style="list-style-type: none"> <li>• Describe and <b>reflect</b> on the human and physical features of a place.</li> <li>• <b>Create</b> a source that demonstrates an understanding of the different ways that information can be collected and presented. (E.g. A simple map, chart, table, survey etc.)</li> <li>• <b>Assess</b> the attractiveness and unattractiveness of the environment, and <b>elaborate</b> on specific features</li> <li>• <b>Evaluate</b> the features of the environment and suggest improvements</li> </ul>	