**Learning Journey overview Y2 2017-18**

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|  | **Autumn 2017** | **Spring 2018** | **Summer 2018** |
| Whole school theme | **Time travellers** | **What would we do without books?** | **Around the World** |
| Texts to lead learning | Oliver Twist *Charles Dickens*  Dogger *Shirley Hughes*  Queen Victoria’s Bathing Machine  Traction Man  Home *Carson Ellis*  The Little House *Virginia Lee Burton*  Lighthouse Keepers Lunch | Matilda *Roald Dahl*  Bears don’t read *Emma Chichester Clark*  Wanted! Ralfy Rabbit, Book Burglar *Emily Mackenzie*  How the Library (Not the Prince) Saved Rapunzel *Wendy Meddour* | Paddington *Michael Bond*  Up and Down the Andes  The Rainforest grew all around  Me Llamo Gabriela  My world, your world  Children like me |
| Literacy  (Planning Circles) | Following the Y2 national curriculum  Using Babcock Spelling and grammar to support EGPS | | |
| Author focus | Charles Dickens | Roald Dahl | Michael Bond |
| Numeracy | Following the Y2 national curriculum  Using White Rose hub and NCETM to lead teaching and learning and other resources | | |
| Science  *Across the year, year 2 will look at and record seasonal changes – time lapse* | **Use of everyday materials** – identify and compare suitability of a variety of everyday materials. Find out how the shapes of solid objects can be changed by squashing, bending and twisting  *Creating link with toys and houses in Victorian times and modern day* | **Living things and their habitats** – explore and compare living things, the types of habitats different living things live in and simple food chains.  **Plants** – growth of plants and what is needed in order to maintain healthy growth  Growing a sunflower | **Animals including humans** – animals and humans have offspring which grow into adults, basic needs of animals and humans for survival, important of exercise, eating different food types and hygiene for humans  *Creating links and comparisons between Peru and UK* |
| History | A comparative study of the Victorians and now  Comparing toys, clothes, education, houses, royal family Queen Victoria and Queen Elizabeth II  *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* | The Great Fire of London and the Great Fires of Nantwich  *events beyond living*  *memory that are significant nationally or globally*  Samuel Pepys diary | The Inca Empire - exploring the Inca empire, their way of life, their significance in Peru and a comparison to people in Nantwich/Wrenbury  Machu Picchu |
| Geography | Name, locate and identify the characteristics of the four countries and capital cities of the UK – identifying and comparing key human features – HOUSES, seaside - Llandudno | Continents and oceans around the world  Use of world maps, atlases and globes – travel guide, computer maps (algorhythms)  Using simple compass directions to describe the location of features and routes on a map | Local area study – comparison with Peru – human and physical geography comparison between Wrenbury and Peru  Create a simple map of the local area including key features  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 |
| Art | Art form: painting and flower press  LS Lowry – landscapes with human figures as matchstick men  J. M. W. Turner – landscapes and watercolours | Art form:  Hand lettering art – Lindsay Sherbondy, Ken Barber, Jessica Hische, Zachary Smith (the use of this art work on book covers)  Using Natural resources to create lettering  Illustrator – Hannah Davis – layering and microscopic patterns | Art Form: Sculptures  (clay /wood) – links to Peruvian sculptures |
| D&T | Creating a Victorian toy  Cooking and Nutrition – understanding where food comes from | Pop-up book of the Great Fire of London using tea stained paper | Textiles – weaving  Design and make panpipes  Cooking and nutrition – Peruvian food, designing and creating meals |
| Computer science | Electronic game generation – scratch  Programming Bee Bot (Modern Toy)  Internet safety | Electronic book – Scratch junior Story Planning (story bird)  Crazy Character Algorithms (unplugged activity)  Internet safety | World Map Logic (barefoot computing)  Internet safety  Skype – Peruvian rescue centre (RC contact) |
| Music  (Music Express to lead teaching and learning) | GENRE: MUSICALS  Music from Oliver Twist  ME Units:  Y2 TOYS  Exploring beat  Y2 WEATHER  Exploring Sounds | GENRE: RENAISSANCE, BAROQUE  ME Units:  Y2 STORY TIME Exploring Sounds  Y2 TRAVEL  Exploring performance | GENRE: World music  ME Unit:  Y2 OUR LAND Exploring Sounds  Y2 SEASONS  Exploring pitch  Peruvian instruments including panpipes |
| RE | **Values - Christianity**  Hope, Courage, Right and wrong: 2 greatest commandments | **Practices and ways of life - Christianity**  Reading the Bible  Different genre in the Bible | **Concepts - Christianity**  God’s love in creation |
| **Beliefs Teachings -**  **Christianity**  Giving and receiving at Christmas.  Special people in Christianity Christmas Story  (Hope Journey – Nov) | **Identity and belonging and diversity**  **Christianity**  The church as a community of people | **Beliefs and Teachings – Judaism**  Objects that remind Jews of faith-symbols badges  Tallit; Tefillin and kippah |
| PE | Skill: Bouncing, balancing and core strength building  Sport: Gymnastics and Netball/handball | Skill: Running and kicking  Sport: Football and Hockey | Skill: Jumping, throwing and catching  Sport: Athletics and multi-skills  Peruvian dancing |
| French | Places, directions, the countryside, drinks, food, the zoo, actions and beach with Madame Sharpe | | |
| Philosophy for Children P4C | Should schools be run like they were in the Victorian era? | Would you rather have TV or books? |  |
| UNCHR: Rights of the child | Article 29: Goals of education  Children’s education should develop each child’s personality, talents and abilities to the fullest. | Article 17: Children have the right to get information that is  important to their health and well-being…Children should also have access to children’s books |  |