

## Wildground Federation Theme Learning Plan

Context for Learning:  
**Through the Tunnel**

Term:  
**Spring 1**

Year group:  
**2**

**Hook:**

If you did not know what was at the end of the tunnel, would you enter it? Children debate this question and share their responses. They will engage in a conscience alley and persuade others to follow their decision.

**Outcome:**

Join us to celebrate the children's story writing in our author's cafe. We will share the children's fantastic story writing and reading with you and ask for your reflections in order to celebrate the work of our Year 2 authors.

**Key Events:**



Thursday 12<sup>th</sup> February – Join our storytelling afternoon with the Year 2 authors at 2:45pm.

**Language:**

**To develop our communication skills we will:**

- engage in role-play, debates and conscience alleys to develop our speaking and listening skills and to develop our use of narrative language.
- read our stories aloud to a friend in our paired class and apply the different story telling strategies we have learnt.
- take on the roles of different characters and ask and answer questions confidently by reflecting on what we know from the story.

**The arts:**

**In developing the arts we will:**

- explore the illustrations of Anthony Browne texts identifying links between the different stories and well-known fairy-tales.
- discuss how illustrations can convey messages and replicate for our own story illustrations.
- develop a clear design of a story telling puppet we want to create and enhance our sewing skills to support our creation.
- use our puppets to support us in retelling our stories.
- explore how music can be used to add another dimension to a story.

**Inclusion:**

**To be as inclusive as possible we will**

- support all children in becoming confident story tellers by providing opportunities to share their ideas.
- listen to one another, listen to a range of stories, use role play, puppets and produce their own stories using a range of skills.
- look at the puppeteer Karim Zeroual who works on CBBC and analyse how his puppet is used to support his narrative and story telling.

**Possibilities:**

**In order to widen our knowledge and understanding of the future we will:**

- share a range of texts by the author Anthony Browne.
- recognise similarities and differences between his texts and consider what style of writing he follows and why.
- make connections with other authors we know with a particular focus on Caryl Hart and the narratives she has written.
- gain a greater insight into the best ways to retell a story following the guidance and strategies shown by our visiting storyteller such as how to use expression and intonation to capture your audience.
- explore different job opportunities. E.g: becoming an illustrator or a puppeteer with Prazin Hands.

**Environment:**

**As people concerned with our environment we will:**

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-make comparisons between the environments that Rose and Jack explore and the environments we have around us.

-consider what could be done to improve one of the environments visited by Rose and Jack.

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<b>Main Areas of Learning</b>	
<b>As mathematics we will...</b>	<ul style="list-style-type: none"> <li>• learn about mass in the context of kilograms and grams.</li> <li>• understand how to read a scale, to compare the weight of different objects</li> <li>• explore word problems relating to mass.</li> <li>• gain experience in measuring temperature.</li> <li>• learn about Celsius, how to read thermometers, and look at the different kinds of temperatures we can measure.</li> </ul>
<b>As writers we will...</b>	<ul style="list-style-type: none"> <li>• explore the work of author Anthony Browne, making connections between his work and analyse one of his key texts.</li> <li>• engage in role play and develop our story telling techniques in order to then plan and write an alternative ending to the story 'The Tunnel.'</li> <li>• take part in debates and conscience alleys in order to persuade a key character on whether they should enter the tunnel or not.</li> </ul>
<b>As technicians we will...</b>	<ul style="list-style-type: none"> <li>• explore a range of puppets including finger puppets, hand puppets and string puppets that are used for retelling stories.</li> <li>• design our own puppet to support us with the retelling our own story.</li> <li>• build on their prior knowledge of the running stitch in order to develop our sewing skills and create our story-telling puppet.</li> </ul>
<b>As artists we will</b>	<ul style="list-style-type: none"> <li>• develop our skills when manipulating clay.</li> <li>• explore a range of different joining techniques including slippage when designing and creating a story-telling tile using our clay</li> <li>• explore what has worked and how we can improve certain techniques in order to the create a final design and outcome.</li> </ul>
<b>In learning about beliefs we will</b>	<ul style="list-style-type: none"> <li>• discuss changes to ourselves and the environment and how these changes will affect us.</li> <li>• learn about Jesus and how he changed people's lives</li> <li>• explore the impact Jesus had on the life of Jairus' daughter and their surrounding companions.</li> <li>• learn to share our own ideas and beliefs in a respectful and supportive environment.</li> </ul>
<b>As athletes we will</b>	<ul style="list-style-type: none"> <li>• develop the skills of teamwork and competitiveness through a range of games.</li> <li>• advance our rolling, running, jumping and catching skills through a range of games.</li> <li>• explore the terms opponent and team player to support us in developing sporting attitudes.</li> <li>• focus on developing our core strength and combining movements when developing our balance skills through gymnastics.</li> </ul>
<b>As computer technicians we will...</b>	<ul style="list-style-type: none"> <li>• discuss what risks there are when using a computer and ways to stay safe.</li> <li>• recognise common uses of technology beyond the school environment and develop an understanding of why some programs need passwords and security to support its users.</li> <li>• produce our own presentation on PowerPoint demonstrating everything we have learnt.</li> </ul>
<b>As musicians we will</b>	<ul style="list-style-type: none"> <li>• describe the characters within a story along with their corresponding traits and musical themes.</li> <li>• identify instruments and explore instrument families of the orchestra.</li> <li>• develop our own theme for a field mouse using digital technology.</li> </ul>