

Wildground Federation Theme Learning Plan

Context for Learning: Rescue - Titanic	Term: Spring 2	Year group: 2
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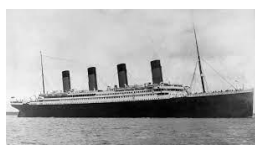
Hook:

Year 2 will hear about the role the RNLI play in supporting our safety both locally and nationally. To support the children's understanding of the importance of this charity, a member of the RNLI will join us. This will enable the children to have the opportunity to ask questions and explore the amazing services the RNLI provide.

Outcome:

Join us to celebrate the children's Titanic artwork in our Art Gallery. We will share the children's fantastic pieces with you and ask for your reflections in order to celebrate the work of our Year 2 artists.

Key Events:



Monday 23rd February - Year 2 children will be joined by Praizin' Hands to create their very own puppet show using their story telling puppets designed and created last term

Tuesday 24th February – RNLI visitor

Thursday 5th March – World Book Day

Language:

To develop our communication skills we will:

- share a read aloud story daily and discuss the author's word choices encouraging children to reflect on their purpose within a text.
- develop our questioning skills in order to gain new knowledge.
- produce fact files about important events that happened in the past.
- explore adventurous vocabulary used to hook a reader in a range of poems.
- engage in regular role-play incorporating key language and vocabulary associated with the Titanic and emotions related to this.

The arts:

In developing the arts we will:

- examine the artwork of Ken Marshall and carefully analyse techniques he has used.
- explore creating different shades and tones by mixing paints.
- be taking on the role of passengers on board the Titanic, expressing our views and feelings.
- explore a range of songs and poetry associated with the Titanic and rescue and perform these to a live audience.

Inclusion:

To be as inclusive as possible we will:

- explore how equality has developed with regards to class distinction and how people are now treated as equals.
- develop our ability to identify how our friends may be feeling and why.
- learn about the importance of the rescue service and how all people in the UK have access to them.

Possibilities:

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

- use our investigation skills to develop a rescue raft after exploring the properties of materials.
- investigate the possibilities of the job role of a ship's captain, coast guard, RNLI crew member or steward on a cruise liner.

Environment:

As people concerned with our environment we will:

- use natural resources from our environment to support science investigations.
- be aware of the proximity of Southampton by using maps and Google Earth and Southampton's link with the Titanic.
- reflect on how to stay safe in coastal areas.

Wildground Federation Theme Learning Plan

Main Areas of Learning	
As mathematics we will...	<ul style="list-style-type: none"> • review concepts on writing and counting money • reinforce previous counting methods using fives and tens to count quickly and efficiently. • explore how to show equal amounts of money and how to exchange money. <ul style="list-style-type: none"> • use bar modelling to calculate the total amount of money spent • working out how much change is required from amounts below £100.
As writers we will...	<ul style="list-style-type: none"> • explore the features of non-chronological reports. • plan and write our own newspaper report reflecting on stepping on board the Titanic for the first time. <ul style="list-style-type: none"> • write a fiction diary entry reflecting on the moment disaster struck. • share a range of fiction and non-fiction texts based on the Titanic to drive our learning.
As historians we will	<ul style="list-style-type: none"> • investigate the local historical events of the Titanic. • explore artefacts to inform our own understanding • recognise ways that rescue services have developed as a result of the tragedy. • explore the striking contrasts between first and third class, revealing the differing perspectives and treatment.
As artists we will	<ul style="list-style-type: none"> • explore the art work of Ken Marshall. • use a range of techniques including line, tone and shading. • apply these skills in order to create their own Titanic drawing. • explore colour mixing to create different shades and tones in order to create a textured effect when painting a sea.
As scientists we will	<ul style="list-style-type: none"> • investigate the properties of a range of different materials. • manipulate materials in order to describe them and explore their different specifications. • plan and implement our own scientific investigations to build a waterproof raft in order to keep a small lego passenger safe on his journey.
As athletes we will	<ul style="list-style-type: none"> • explore a range of movements through dance. • develop our skills as a dancer using different levels, speeds and working in unison with a partner. <ul style="list-style-type: none"> • develop our own sequence and perform this Rescue dance to the class.
As geographers we will	<ul style="list-style-type: none"> • develop our understanding of our local docks and ports. • enhance our understanding of continents and oceans through plotting the intended route of the Titanic. • use geographical language and compass points to explain the journey it was making.
As musicians we will	<ul style="list-style-type: none"> • describe the characters within a story along with their corresponding traits and musical themes. <ul style="list-style-type: none"> • identify instruments and explore instrument families of the orchestra. • develop our own theme for a field mouse using digital technology.
In learning about beliefs we will	<ul style="list-style-type: none"> • recognise how we are welcomed into a range of different situations in our daily living. • reflect on our own experiences of being welcomed e.g. into a brownies group. • consider what it feels like to be welcomed and compare this to show how we could welcome others to our school and classroom.
In learning about ourselves and others we will	<ul style="list-style-type: none"> • explore safety online and looking at reliable sources. <ul style="list-style-type: none"> • consider ways to keep ourselves safe. • explore strategies to help someone else who is in need. • link to our RE theme of welcoming and belonging to explore the text <i>We are all Welcome</i> by Alexandra Penfold

Wildground Federation Theme Learning Plan

As computing technicians we will

- be introduced to digital photography.
- explore new terminology such as landscape and portrait.
- evaluate whether the quality and lighting is good.

