

Wildground Federation Theme Learning Plan

Context for Learning: Rescue – Grace Darling	Term: Summer 1	Year group: 2
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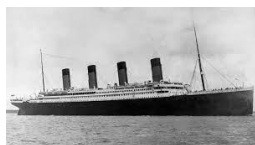
Hook:

We have received a mysterious trunk from Southampton Docks. Can we identify who it belongs to through exploring photos, clues and objects?

Outcome:

Throughout this topic, the children will be reflecting on the support and care that rescue services provide. From this, we will work together to create a fundraising idea based on problem solving and rescue to raise funds for our local RNLI at Calshot.

Key Events:



RNLI fundraiser day –Thursday 21st May. Children are invited to wear orange or multicoloured clothing and to contribute a donation of £1, which will support the RNLI's vital work. Throughout the day, students will engage in various activities to reflect on the RNLI's dedication and efforts such as creating their own rescue raft and safety song.

Language:

To develop our communication skills we will:

- be practising the skill of asking follow-up questions based on previous interaction with a RNLI representative.
- express thoughts and inquiries through letters.
- use technical terms to explain the different properties of materials and their suitability to meet our design brief
- explore language around the properties of shape.

The arts:

In developing the arts we will:

- explore the orchestra story of Peter and the Wolf by Sergei Prokofiev unpicking how tempo affects the mood of a melody and develop our own melody to show a chosen emotion
- explore a range of songs and poetry associated with Grace Darling and rescue and perform these to a group of our peers

Inclusion:

To be as inclusive as possible we will:

- consider ways we can work as a team in order to create a fundraiser to support the RNLI
- explore our PHSE text 'Splash' an inspiring book from Paralympic gold medallist Claire Cashmore in order to encourage perseverance and discuss commonality

Possibilities:

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

- use our learning about Grace Darling as a heroine and explore how people such as her have made an impact on society and will continue to do so
- explore the roles linked with the Coast Guard service that children can aspire to e.g. Search and Rescue, Emergency Response, Watch Officer
- use our investigation skills to develop a rescue raft after exploring the properties of materials.

Environment:

As people concerned with our environment we will:

- reflect on how to stay safe in coastal areas.
- use natural resources from our environment to support science investigations.

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Main Areas of Learning	
As writers we will	<ul style="list-style-type: none"> • write a fiction diary entry reflecting on the moment the Titanic disaster struck. • share a range of fiction and non-fiction texts based on how the rescue services have changed to drive our learning.
As scientists we will	<ul style="list-style-type: none"> • continue our investigation 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 historians we will	<ul style="list-style-type: none"> • examine how Grace Darling's courageous act has helped to develop societies rescue services • explore how changes have been made to support the lives of individuals. • investigate how changes have been made to ensure that risks are reduced in light of a reoccurrence of such tragedies.
As designers we will	<ul style="list-style-type: none"> • explore different structures and investigate how they can be made stronger, stiffer and more stable. • use a range of different joining techniques including Sellotape, glue, string binding and joining straws. • apply these skills to create their own lighthouse structure.
As musicians we will	<ul style="list-style-type: none"> • develop our understanding of how tempo affects the mood of a melody for example how a faster tempo corresponds with feeling happy. • identify instruments and instrument families of the orchestra • begin to explore what theme means.

As mathematicians we will	<ul style="list-style-type: none"> • focus on 2D shapes and their different properties. • explore how to draw shapes, make patterns with shapes and turn shapes using familiar language. • recognise, describe and group 3D shapes, forming structures with them and making patterns using 3D shapes.
In learning about beliefs we will	<ul style="list-style-type: none"> • explore the concept of authority. • reflect on our individual responses to authority figures in various contexts. • explore how Christians perceive the significance of the Bible as a source of authority in their lives.
In learning about ourselves and others we will	<ul style="list-style-type: none"> • explore the themes of self-respect and happiness, with our text driver 'Splash' focusing on how they influence our daily lives. • focus on relationships and body language, discussing how we can name our feelings and express them without using words. • engage in activities that help us see situations from another person's point of view, fostering empathy and understanding to create a more supportive environment for everyone in the classroom.
As technicians we will	<ul style="list-style-type: none"> • continue to explore photography and image editing to expand our understanding of the possibilities of computing. • learn what makes a 'good' photograph in relation to its framing of the subject • investigate how to improve a photograph by retaking it and using different light sources • look at how images can be changed, edited or manipulated. • practice using different editing tools to achieve a desired effect on a photo.