

## Wildground Federation Theme Learning Plan

<b>Context for Learning:</b> <b>Bugs!</b>	<b>Term:</b> <b>Summer 2</b>	<b>Year group: 2</b>
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**Hook:**

A new plan has been created to transform our woods into something dreadful. Signs of destruction are beginning to block our view. We will explore what is happening and discover what action needs to be taken next.

**Outcome:**

We would like to invite parents and carers in to school to be part of our minibeast sculpture exhibition and to support us in celebrating the children's achievements.



**Key Events:**

Monday 8<sup>th</sup> June- Beaulieu  
Countryside Trust visit.

Thursday 18<sup>th</sup> June- Lemurs class  
assembly at 2:45pm

Wednesday 24<sup>th</sup> June- Sports  
Morning TBC

Friday 26<sup>th</sup> June- PTFA Summer  
Fayre

Monday 29<sup>th</sup> June - Vedic Society  
Hindu Temple visitor

Friday 3<sup>rd</sup> July - Shuffle up  
afternoon

Monday 6<sup>th</sup> July at 2:30pm- minibeast  
sculpture exhibition

**Language:**

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

- continue to encourage children to be reflective and share their thoughts, feelings and emotions especially when thinking about transitions to Year 3 and changes to our minds and bodies.
- develop a greater scientific vocabulary whilst exploring the school environment discovering different habitats.
- ask questions to a Hindu temple priest.

**The arts:**

**In developing the arts we will:**

- explore the sculptures and art work of the sculptor Anthony Gormley.
- take inspiration from his creations and create our own unique designs based on our favourite mini-beast.
- use Modroc to create our own sculpture after exploring different mini-beasts.
- use drama, role-play and hot seating to immerse children in persuasive language, encouraging them to debate using their own thoughts, feelings and opinions.
- investigate how to use a range of instruments in order to create music that represents the sounds of the aquarium.

**Inclusion:**

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

- explore the importance of the Mandir as a special place for Hindus and linking to the concept of specialness in relation to our own special places.
- encourage children to recognise that they will have differing emotions and feelings relating to transition.
- support children in expressing their pupil voice and listen to their concerns.
- explore the theme of respect using out PHSE text driver "What happened to you?" focusing on the rights of others to not speak about themselves.

**Possibilities:**

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

- continue to develop our athletic skills and reflect on the ambitions of The football world cup.
- explore the impact that environmentalists have on protecting our world.
- look at the effect Elizabeth Wathuti has had on raising more young people to be conscious of the environment and global warming.

**Environment:**

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

- recognise ways to protect our local community taking into consideration the effects of litter, destruction of natural habitats and even pollution.

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As writers we will	<ul style="list-style-type: none"> <li>• retell key stories from the perspectives of a range of characters.</li> <li>• confidently make inferences using the pictures, front cover and plot to justify our reasons.</li> <li>• develop the skills to pose a persuasive argument, giving clear explanations as to our individual opinions.</li> <li>• enhance our ability to write a formal, convincing letter demonstrating a balanced argument.</li> </ul>
As scientists we will	<ul style="list-style-type: none"> <li>• conduct our own investigations into what plants need to grow.</li> <li>• explore what we already know about plants and plan our own investigations to test what environments would be best to support the growth of our plant.</li> <li>• focus on creating a fair test and recognising why this is important.</li> <li>• use our environment to explore what mini-beasts can be found, collect data and recap our knowledge of what habitats are best for different mini-beasts.</li> </ul>
As mathematicians we will	<ul style="list-style-type: none"> <li>• review previously learnt fraction concepts such as making equal parts, focusing on making halves, quarters and thirds</li> <li>• learn to name fractions of the same denominations</li> <li>• find fractions of whole numbers and quantities.</li> <li>• begin to recognise time to 5 minutes</li> <li>• sequence different times.</li> </ul>
As Geographers we will	<ul style="list-style-type: none"> <li>• explore the concept of fieldwork, honing our observational skills to study the geography of our school and its grounds.</li> <li>• create a simple map of our school environment,</li> <li>• plan a route to explore key human and physical features of the surrounding area.</li> </ul>
As artists we will:	<ul style="list-style-type: none"> <li>• develop our skills in line, shape and form.</li> <li>• explore shape and line as we manipulate wire to form a basic structure for our modroc animal or minibeast.</li> <li>• explore the work of the sculptor Anthony Gormley who is recognised for his innovative modern sculptures such as the Angel of the North.</li> <li>• create our own plan and design for our modroc sculpture.</li> <li>• develop our skills in moulding and manipulating Modroc to form the outer structure of our creation.</li> </ul>

As athletes we will	<ul style="list-style-type: none"> <li>• engage in a variety of activities aimed at enhancing our athletic skills.</li> <li>• practise running, jogging, and sprinting, focusing on the distinct movements of our arms and legs.</li> <li>• learn to jump forwards with two feet, land in a stable position, and perform lateral jumps over the speed bounce.</li> <li>• develop our throwing techniques, this will include stepping through to maximise power and accuracy.</li> <li>• look at invasion games. we will focus on developing key skills and tactics.</li> <li>• learn to use our feet and hands, to move a ball effectively.</li> <li>• explore simple tactics for attacking and defending.</li> </ul>
In learning about beliefs we will	<ul style="list-style-type: none"> <li>• explore the concept of 'Special Places.</li> <li>• reflect on our own experiences of special places, recognise how our ideas about special places relate to our own lives and those of others.</li> <li>• apply our understanding of special places whilst we explore how the Mandir is a special place for Hindus</li> <li>• understand the importance of the Mandir as a special place.</li> </ul>
In learning about ourselves and others we will	<ul style="list-style-type: none"> <li>• investigate the importance of money.</li> <li>• explore needs and wants and consider ways to look after money.</li> <li>• explore safety in different environments and consider possible risks within our homes.</li> <li>• look at ways that we can keep ourselves and others safe.</li> <li>• reflect on how our minds and bodies change as we grow and reflect on the transitions we are going to experience into Year 3.</li> </ul>
As technicians we will	<ul style="list-style-type: none"> <li>• collect data on the variety of mini-beasts we can locate in our outdoor environments.</li> <li>• gain an understanding of the habitats each mini-beast occupies and why this is the best habitat for them.</li> <li>• develop confidence in using a tally chart and will then use a computer program to input our information and create a chart to show our findings</li> </ul>

