Wildground Federation Theme Learning Plan

Context for Learning: **Go Flo!**	Term: **Autumn 2**	Year group: **2**

Hook:
A misplaced trunk has turned up at school and Y2 have been tasked with discovering who it belongs to. Children will visit Fort Nelson to further enhance our understanding of the key historic figure, Florence Nightingale

Outcome:
As part of our design and technology topic, we will be using our knowledge of healthy eating, changes in health care and nutrition in order to design and create a healthy smoothie that could have been given to soldiers during the Crimean War

Key



Events:

3rd November – Educational visit to Fort Nelson

Visiting Nurse – TBC

Lemurs class assembly- 19th November at 2:45pm

Infant Christmas performance 14th and 15th December

Christmas lunch – Friday 18th December

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.
-challenge children to convey their ideas in full sentences using a range of different word choices through role play, modelling and talk time with partners.
- consider how and why to use persuasive language.
-continue using our word webs to deepen and enhance our vocabulary.

The arts:
In developing the arts we will:
-develop our performing skills through taking on the role of a range of significant historical figures such as Florence Nightingale and Mary Seacole.
-develop our creativity when designing a healthy smoothie for a soldier in the Crimean War.
-explore a range of famous portraits of Florence Nightingales and discuss our opinions in relation to these. (We will make comparisons with the self-portraits we created in Year 1.)

Inclusion:
To be as inclusive as possible we will:
-develop our ability to identify how our friends may be feeling and why.
- learn about the NHS providing free health care for all regardless of income.
- recognise the impact the NHS has had in more recent years and understand the reasons that it was introduced. (This links directly with Article 24 from the UN Convention of the Rights of the Child that supports children in understanding their right to health care, which includes clean water, healthy food and information to help you stay healthy.)
-explore how stereotypes of career and gender have changed over time and how the world has become inclusive in many ways.

Possibilities:
In order to widen our knowledge and understanding of the future we will:
- be exploring artefacts and non-fiction texts in order to deepen our understanding of how Florence Nightingale influenced the medical service.
- use our learning about Florence Nightingale and, Mary Seacole to find out more about modern day roles in medicine such as a surgeon, an A&E doctor, a porter and a paramedic.
- learn about roles in the armed forces such as infantry, fighter pilots, naval officers and medics.
-prepare questions to explore changes in the NHS ready to share with our visiting nurse.

Environment:
As people concerned with our environment we will:
-recognise what our health care looks like within the school and who helps to promote our health care in the local environment.
-explore our school environment in order to recognise and discuss seasonal changes that are taking place.
-continue to use the compass on the playground to reinforce direction and relate this to locating the location of Crimean war on a map.

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Main Areas of Learning	
As Mathematics we will…	• investigate the multiplication and division of 2, 5 and 10. • understand what multiplication means, what it looks like and identify patterns in multiplication. • explore different ways of sharing, including sharing and grouping • investigate links between multiplication and division and odd and even numbers.
As Writers we will…	• explore a range of fables where we will take on the role of reporters interviewing the tortoise at the end of his race with the hare. • explore how to recount events and take on the role of a key character to share our adventures. • engage in role play and develop our story telling techniques • plan and write our own tale based upon the wordless fable (The Lion and the Mouse) by Jerry Pinkney.
As scientists we will…	• examine similarities and differences between offspring and their parents and we will use these comparisons to make informed predictions. • explore the importance of good hygiene and healthy lifestyles for animals and humans. • observe how babies turn into adults, exploring each developmental stage and through watching the life cycle of different animals.
As historians we will…	• explore a range of artefacts in order to develop our prediction and inference skills in relation to a key historical figure. • enhance our enquiry skills in order to develop our knowledge of how Florence Nightingale and Mary Seacole's actions have helped to improve health care services. • explore the chronology of events and make comparisons between the past and the present in relation to health care.
As chefs we will…	• consider what foods are classified as healthy by referring back to our previous knowledge of the Eat Well Guide • design a healthy smoothie that they would have given to a soldier in the Crimean War before using their skills to prepare and create their smoothie. • reflect on how we would improve our recipes next time.
As computer technicians we will…	• explore a variety of applications, becoming digital authors as we publish our own fable inspired by the wordless fable, The Lion and the Mouse. • edit and enhance our digital books, focusing on text position, size, and colour to appeal to the audience. • create digital illustrations using our fingers as drawing tools.
As geographers we will	• use a map of England to identify Southampton and its neighbouring towns. • apply map skills to examine countries involved in the Crimean War and use compass directions to pinpoint Turkey, Russia, France, Sardinia, and Britain within Europe • compare human and physical features in Turkey and England, and explore the differing climates in both countries.

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In addition,	
In learning about beliefs we will…	• explore light as a symbol in the Christian celebration of Advent and the Jewish celebration of Hannukah. • develop our knowledge of how light is represented within the Christmas story. • develop confidence in sharing our own beliefs.
In learning about ourselves and others we will…	• explore the term 'bullying.' • develop a strong understanding of what bullying entails and will be guided by the clear acronym STOP – Several Times on Purpose. • investigate the many different forms of bullying and the impact this can have on our emotional and physical wellbeing. • reflect on 'secrets' and the danger of secrets. • build up a range of strategies to support us if we are worried about bullying or keeping secrets, • support develop our understanding of diversity by looking at the book 'The Great Big Book of Families.'
As musicians we will…	• reflect on our visit from Hampshire music last term. • explore and identify the African drums Dun and Djembe, • make and control long and short sounds using voices and instruments. • demonstrate simple improvisation.
As athletes we will…	• learn and further develop our fundamental movement skills to throw and catch a ball to help us learn how to play cricket. • explore how to as a team and work together to perform at the best of our abilities.