

<p><b>Year Group:</b> Year 2</p> <p><b>Name of project:</b> Life on the Ocean Wave</p> <p><b>Term:</b> Autumn 1</p>	<p align="center"><b>Summary of current hook:</b></p> <p><b>Why did the unsinkable ship sink?</b></p> <p><b>Rotation of activities:</b></p> <ul style="list-style-type: none"> <li>Suitcase with artefacts from Titanic – LTE style questions</li> <li>Teacher in role – hot seat with children asking questions.</li> <li>Chn to write a question that they would like answered about the Titanic on to a mini Titanic cut out to go in project book.</li> <li>Children create map of the world using chalk. Children label the oceans and the continents and draw the route the Titanic took on the map.</li> </ul>	<p align="center"><b>Summary of current celebration:</b></p> <p align="center">Start in the hall</p> <ul style="list-style-type: none"> <li>Children dress up as a passenger on board the Titanic. Each class has a different class.</li> <li>The children share a dance associated with their passenger class (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class) when muster drill sounded.</li> <li>Adults and children complete a muster drill in the hall. Children show adults how to put on a life jacket and take them to their muster station in the correct room.</li> <li>Children take parents to their classrooms/conference room/music room.</li> <li>Children share their news report videos about the Titanic sinking.</li> <li>We ask the parents “Why did the unsinkable ship sink?” Get them to record their views on bits of card to share with the class.</li> <li>Children share project books and artwork back in the classrooms.</li> </ul>
<p><b>Learning Journey</b></p> <p><b>Geography</b> Use globes and atlases to name and locate the five oceans and seven continents of the world.</p> <p><b>History</b> Significant historical events, people and places in our own locality – Titanic and Southampton Cause and consequence of historical events of the Titanic and how it has changed the way cruise ships are equipped today. Events beyond living memory that are significant nationally and globally. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Art</b> To use a range of materials creatively to design and make products - adding sand, fairy liquid to paint, layering and overlapping tissue paper, painting over wax crayon marks, painting with bubble wrap, sponges, using a combination of all these things etc.</p> <p><b>Music</b> Learn to sing and to use their voices whilst learning the Titanic song Perform music – Children shared the Titanic song with adults at our celebration event.</p> <p><b>Science</b> Different materials have different properties – buoyancy, flexibility, lightweight and waterproof. Perform simple tests identifying the properties of materials for buoyancy, flexibility, lightweight and waterproof. To use results to draw a conclusion and design a suitable lifejacket for Wight link.</p>		
<p><b>What are the current curriculum links to maths and English?</b></p> <p><b>English:</b> Children explore and then retell the Light house keeper’s lunch story. Children use descriptive vocabulary (adjectives, similes, metaphors and alliteration) to describe different images from the text. The children design a disgusting sandwich and write instructions for how to make it. Postcard from passengers/workers telling them about the titanic. Speech bubble – balanced argument about why the Titanic sank.</p>		<p align="center"><b>Key dates</b></p> <p><b>Hook</b> – Monday 9<sup>th</sup> September</p> <p><b>Trip</b> – Friday 11<sup>th</sup> October.</p> <p><b>Celebration</b> –Wednesday 23<sup>rd</sup> October</p>
<p align="center"><b>Integrity</b></p> <p>When discussing and sharing their life-jacket design, children to respect and value each other’s’ ideas. Children listen and share ideas within a group to develop research questions to find the best material for their life-jacket design. Promote mistakes that have been made and recognise that these our helpful to</p>	<p align="center"><b>Determination and Effort</b></p> <p>Respectful sharing of ideas when working together to sequence the events of the Titanic in chronological order. Respectful sharing of classroom and scientific resources when tester materials for absorbency, flexibility and buoyancy. Children working as a team when they to complete a muster drill. When discussing and debating the cause and consequences of the Titanic, children to respect and value of every group member’s ideas.</p>	<p align="center"><b>Respect</b></p> <p>Children are given ownership to create their own questions when conducting an experiment to test the suitability of a range of materials. Develop an understanding that the consequences of the Titanic have had implications on their own lives (eg: muster drill, ship warnings and rules to follow etc.) The children listen carefully and respectfully to each other’s views and opinions.</p>
<p align="center"><b>Growth Mindset</b></p> <p>Children are encouraged to question and share their opinions about the causes and consequences of the Titanic and how it has impacted on modern day life. Children work collaboratively to test materials for their life-jackets, find the similarities and differences between the Titanic and a modern cruise liner, and explore the reasons why the unsinkable Titanic sank. Specific verbal feedback from peers and adults to add to or change their life jacket designs. Recognise and celebrate effort and the thought behind their life jacket design. Questions to promote discussion and debate. Promote independence by providing a range of resources (atlases, maps, globes and google map) so the children can locate continents and oceans.</p>	<p align="center"><b>Critical Thinking</b></p> <p><b>Why did the unsinkable ship sink? – key question to project</b></p> <p>What do you want to know about the RMS Titanic? What were the consequences after the Titanic sank? How has the Titanic impacted on modern day life? What is different about the 3 classes? Is anything the same about the 3 classes? How is that different from today? How has their life been impacted by the Titanic?</p> <p align="center"><b>Who was to blame?</b></p> <p align="center"><b>How has it impacted modern life?</b></p> <p align="center"><b>Why is the Titanic sinking an important moment in history?</b></p>	<p align="center"><b>A school within a garden</b></p> <p>Natural resources to make world map. Use leaves of the correct size. Make large world map (possibly with chalk) children move from one continent to another – looking at where they are and the size of them.</p>