

<p>Year Group: 2</p> <p>Name of project: Let's Explore</p> <p>Term: Autumn 1/2</p>	<p>Summary of current hook:</p> <p>Rotation of activities around the three different classrooms.</p> <p>Where have you been in the UK?</p> <p>Small world play linked to travel- planes, cars, boats, lorries etc.</p> <p>Hop on board the Berrywood plane. Chn to visit different destinations around the world. Classroom to be set up like a plane- moving chairs etc. Different settings/countries to be displayed on the IWB. Visit different destinations around the world. Where will they go next? What is it like there? What is the weather like? What did we need to pack before visiting etc? Chn to have a passport and collect stamps for each place that they visit.</p>	<p>Summary of current celebration:</p> <p>Zoo enclosures for hot/cold animal. Parents support chn to build their design using a range of materials and techniques.</p>
<p>Learning Journey</p> <p>National Curriculum objectives:</p> <p>Geography</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding areas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use basic vocabulary to refer to key physical features (coast, sea, ocean and weather). Use aerial to recognise landmarks and basic human/physical features.</p> <p>Art</p> <p>Caribbean art – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Design Technology</p> <p>Freestanding structures- to design and create an enclosure for a zoo animal.</p>		
<p>What are the current curriculum links to English and Computing?</p> <p>Children will write a postcard from an animal from around the world.</p> <p>Children will use computers to research their chosen animal including their habitats.</p>		<p>Curriculum Facilities</p> <p>Art Studio – Tartan project and hot/cold paintings</p>
<p style="text-align: center;">Integrity</p> <p><i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p> <p>Children respect other's ideas when working collaboratively with a partner, in groups or when sharing their learning. Children learn from theirs and others mistakes.</p> <p>Children will explore climate across the world and how this is changing and the impact on environments across the world, especially the Great Barrier Reef and the Amazon Rainforest..</p> <p>To understand and respect different cultures within their own locality and globally.</p> <p>Learn to recognise differences within the global community and ask questions to support understanding.</p> <p>Address misconceptions of different countries, looking at poverty, weather, clothing, jobs etc</p>	<p style="text-align: center;">Ambition</p> <p><i>How are all children encouraged to overcome struggles? Question? Make discoveries? Have a voice?</i></p> <p>Discuss whether it relevant to learn about different cultures. The children will debate the positive and negative aspects of their trips. All children will be encouraged to share their views with a partner or with the class.</p> <p>Children will discuss differences and similarities between the different continents and where they live.</p>	<p style="text-align: center;">Respect</p> <p><i>How does the project currently address wider world matters and celebrate differences?</i></p> <p>Children respect other's ideas when working collaboratively with a partner, in groups or when sharing their learning.</p> <p>Listen carefully and agree it is ok for people to think different things. Discuss different cultures and religions and show respect to these and the people who follow them.</p> <p>Celebrating diversity, learning from other cultures and people.</p> <p>Respecting similarities and differences.</p>
<p style="text-align: center;">Growth Mindset</p> <p><i>How does the project currently encourage children to have growth mindset?</i></p> <p>Children learn from the mistakes of others and see their successes positively. Children are encouraged to question and share their opinions through LTE style sessions</p> <p>Thought provoking questions given which will make the children struggle, query and debate – teachers to facilitate this development</p>	<p style="text-align: center;">Critical Thinking</p> <p><i>What are the opportunities for critical thinking throughout the project?</i></p> <p>Do our choices impact others in other countries?</p> <p>Are differences important?</p> <p>Should we all be the same?</p> <p>Why are there differences and similarities between where we live?</p> <p>Is it important to explore the world and make changes?</p> <p>Is it our responsibility to care about places far away?</p> <p>What is the pattern of hot and cold areas in the world?</p>	<p style="text-align: center;">A school within a garden</p> <p><i>How are the school gardens being used effectively and meaningfully within your project?</i></p> <p>Children look at plants in the local environment and the changes that occur over time.</p> <p>They will begin to understand and identify how plants reproduce and the conditions they need to survive.</p> <p>They will learn that different plants thrive in different conditions across the world.</p>