

<p>Year Group: 2</p> <p>Name of project: Let's Explore</p> <p>Term: Autumn 1/2</p>	<p>Summary of current hook: Children to have 4 countries of the UK cut up. They will place where they think the countries go in relation to each other. What are the names of these countries? As a class, name and place the capital cities to the country of the United Kingdom. Ask the expert- Miss McFarlane Wales –.</p> <p>In own classrooms, children learn about the landmarks, capital city, food and landscapes of England. Children to identify the flag of St George's Cross. Each classroom will become a country in the UK. Children will travel to the country/classroom to become an expert in that country. They will use the artefacts/photos and facts to create a 'Travel Log'. Each classroom will be decorated with flags and pictures from that country. Children to locate their map piece placing the county in the correct orientation to the UK.</p>	<p>Summary of current celebration: Kahoot Quiz with special guests. Identifying landmarks, countries and flags of the United Kingdom Children to be the expert and teach the special guests about the 4 countries of the United Kingdom, their flags and capital cities Internet research to check and add information to booklet started on the hook afternoon Art- children to show and teach their guest how to mix powder paints to create a piece of Caribbean art .</p>
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Learning Journey  
Geography  
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  
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  
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  
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  
Name and locate the world's seven continents and five oceans.  
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding areas.  
Use basic vocabulary to refer to key physical features (coast, sea, ocean and weather). Use aerial to recognise landmarks and basic human/physical features.  
Art  
Caribbean art – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

<p>What are the current curriculum links to maths and English? English: Children will create a fact file about the different countries in the UK. Children will create a mind map comparing similarities and differences between the United Kingdom and of a small area in a contrasting non-European country. Children to create a fact file about each continent which identifies key features/countries of that continent. Including landmarks, weather and capital cities.</p>	<p>Curriculum Facilities...  Art Studio We used the art studio for whole class art lessons where the children learnt to use a colour wash, mix powder paints. We also used the studio for our celebration event where the children taught their guests the skills they had learnt.</p>
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Integrity	Determination and Effort	Respect
<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. 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.. To understand and respect different cultures within their own locality and globally. Learn to recognise differences within the global community and ask questions to support understanding. Address misconceptions of different countries, looking at poverty, weather, clothing, jobs etc</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. Children will discuss differences and similarities between the different continents and where they live.</p>	<p>Children respect other's ideas when working collaboratively with a partner, in groups or when sharing their learning. 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. Celebrating diversity, learning from other cultures and people. Respecting similarities and differences.</p>

Growth Mindset	Critical Thinking	A school within a garden
<p data-bbox="98 65 831 124">How does the project currently encourage children to have growth mindset?</p> <p data-bbox="98 150 831 320">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 Thought provoking questions given which will make the children struggle, query and debate – teachers to facilitate this development eg.</p>	<p data-bbox="831 65 1509 124">What are the opportunities for critical thinking throughout the project?</p> <p data-bbox="831 124 1509 320">Do our choices impact others in other countries? Are differences important? Should we all be the same? Why are there differences and similarities between where we live? Is it important to explore the world and make changes? Is it our responsibility to care about places far away?</p>	<p data-bbox="1509 65 2168 124">How are the school gardens being used effectively and meaningfully within your project?</p> <p data-bbox="1509 124 2168 288">Children look at plants in the local environment and the changes that occur over time. They will begin to understand and identify how plants reproduce and the conditions they need to survive. They will learn that different plants thrive in different conditions across the world.</p>