

Whole School Theme: England		Learning Journey Map		Term: Summer 1	Weeks: 6
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Force for positive change</b> Linking our school virtues to all we do; all learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
Children will be given the opportunity to explore habitats in their local area by visiting Waltham Abbey Gardens and the local field. They will explore wetlands as a habitat and it’s inhabitants.	Children will enquire about habitats, investigating suitable habitats, lifecycles and things that are dead, living, never been alive.	Children to create beehives and hang them up in the local field.	Children show care for the environment by learning about how animals get their food and how habitats support the needs of animals. They will create a bug hotel for insects and bugs to live in.		
<b>YEAR 2</b> <b>Title: I’m a survivor</b>		<b>Science</b> Living things and their habitats. To explore things that are living, dead and never been alive. Comparison of things that are living, dead, and never been alive. Children to understand that humans are the only animals that cannot survive on their own when they are first born. To identify suitable habitats. Map a habitat and identify what is in it. To describe how habitats provide basic needs. Basic needs are shelter, food, warmth and air. To identify and name micro habitats. Children to make a beehive and hang it in the local field. To identify the lifecycle of animals. Lifecycles of butterflies, frogs, otters, geese and humans. To explore basic food chains. Describe how animals get their food. Producer, prey, consumer such as grass, cow, human.		<b>Maths</b> Number and place value. To compare and order numbers. To use number facts to solve problems. Addition and Subtractions To solve reasoning problems. To solve missing number problems. To use number facts to sole 2-step problems. Multiplication and division. To use different strategies to solve multiplication and division maths stories. To solve worded problems. Shapes To know the names and properties of 2D and 3D shapes. Fractions: To find fractions of shapes and amounts.	
<b>Big Bang</b> Survival Kit		<b>Music</b> Charanga Friendship song, listen and appraise, musical activities, learn to sing the song, play instruments with the song, perform the song.		<b>English</b> Children will begin the topic by engaging in a debate about what humans need to survive and distinguishing between wants and needs. Story-The Rainbow Bear (Michael Morpurgo) To write a narrative based on the rainbow bear story using five-part story writing. Children will write the beginning, build-up, dilemma, problem, resolution and ending of their own story. To write an explanation text about how bees create hives and why they are important. To write a non-chronological report about an animal. Children will explore the features of a non-chronological report and gather information to create their own. We will look closely at the use of diagrams and pictures in a non-chronological report and draw our diagrams of an Otter. Poetry-Children will explore narrative poetry and write a narrative poem based on the lifecycle of an animal. Grammar focus on subordinating and coordinating conjunctions, apostrophes for possession, past and present tense, adverbs, types of sentences and inverted commas to denote direct speech.	
<b>Trip</b> Waltham Abbey Gardens					
<b>Celebration</b> Beehives					
<b>Computing</b> DB Primary Children will be learning how to code through a series of code block lessons.		<b>Design and Technology/Art</b> Sculptures for school habitat. To investigate tone by drawing light/dark lines. To design a garden gnome. To explore carving as a 3D form of art. To sculpt a garden gnome out of clay. To paint on different surfaces. Children will also be creating a Bug Hotel.		<b>PE</b> Gymnastics-develop a balance, use apparatus to display a challenging balance, link movements, stretch jump and land safely, improve quality of sequence.	
<b>PSHE</b> Jigsaw Children will be looking at how to make friends based on the story Tadpole’s promise and will learn about how to solve friendship problems when they occur.					