

Medium Term Planning		Learning Journey Map		Term: Spring 1	Weeks: 6
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment, and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Force for Positive Change		
Access to a range of royal items including robes and crowns. Visit and tea with the Queen to do a question-and-answer session. Drama and hot seating: What would you do if you were King or Queen?	Exploring how Kings and Queens have impacted the world. Selecting from a range of materials to create a Victorian toy. Asking questions to the Queen to gather information about the British Monarchy.	Royal Tea Party- designing a crown for King Charles.	Using a range of recycled materials to create a Victoria toy. Understanding the difficulties faced by world leaders as well as Kings and Queens		
YEAR 2 Title: Kings and Queens	Key Curriculum Areas: History and Design Technology	Maths <u>Number and Place Value-</u> To estimate numbers and count forwards in steps of 2, 3 and 5. <u>Money-</u> To recognise and use symbols for pounds and pence, to combine amounts to make a particular value, to find different combinations of coins to equal the same amount of money. <u>Addition-</u> To add 2-digit and ones. To add 2-digit and tens. To solve reasoning questions involving money. <u>Multiplication-</u> Recap multiplying by 2. To investigate multiplying by 10 using a variety of resources. To solve reasoning question involving money. <u>Division-</u> To recap divide by 2. To investigate dividing by 10 using resources. To solve reasoning involving money. <u>Statistics-</u> To construct and interpret simple block diagram. To interpret and create a tally chart.	English- The Iron Man by Ted Hughes <u>Poetry-</u> To explore and evaluate a variety of poetry styles. To generate descriptive language. To write and perform a list poem. <u>Exploring Characters-</u> To explore a character’s feelings. To generate vocabulary using expanded noun phrases, adjectives, nouns. <u>Narrative-</u> To sequence and retell and story using role play, route map and a story map. To use conjunctions, expanded noun phrases, capital letters, full stops within writing. <u>Letter- Why should we be nice to the Iron Man?</u> To identify and explore past tense verbs and how to recognise and use past tense verbs correctly. To explore he effects of persuasive language; 4 tions: attention, emotion, information, action. To developing an argument.		
Big Bang Royal Tea Party	History- Kings and Queens - To understand chronology by plotting important events from Queen Victoria and Queen Elizabeth II’s life on a timeline. - To investigate and interpret the past. exploring key events from the life of Queen Elizabeth II. - To use a range of sources to gather information about Queen Victoria. E.g. books, facts sheets and online sources. - To explore the Victorian era by looking at the impact they have had on education, royalty and culture - To compare the impact Queen Victoria and Queen Elizabeth II has had on Britain today. - To experience a day in the life of a Victorian school child by completing tasks similar to the Victorian era.				
School Trip/Special Events Victorian Day	Design Technology- Victorian Toy -To explore existing products that use wheels and axels. -To investigate how different parts come together to make a product. -To plan and make a product thinking about the task it will perform and the purpose that it will be used for. - To evaluate their product.	RE- Judaism <u>Enquiry question:</u> How important is it for Jewish people to do what God asks them to do? Festival of Passover- the seder meal; Jewish people's special relationship with God.			
Celebration Class assembly	PE Indoor- Gymnastics To explore different balances on different points of the body with control. PE Outdoor- Games: Goal ball Throwing different equipment at different targets changing the way of throwing to suit the need of the game	Music- Specialist Teacher Focus is to on using the Glockenspiel To read music notation. To identify notes To play a piece. To perform an improvisation.			
Computing- DB Primary To understand what algorithms are and understand that devices respond to commands. To understand how a computer processes instruction. To begin to understand that computer representation allows users to make choices and different decisions produce different outcomes.	Science To describe how animals get their food from plants and other animals To describe and investigate properties of different materials To understand what transparent and translucent means.				