



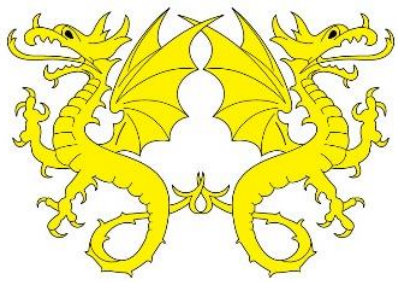
# Dore Primary School Y2 Learning Journey

## Dore Explores



<b>Purpose of Learning Journey (ENDPOINTS):</b>	<b>End points:</b>  <b>GEOGRAPHY</b> (key subject driver) <ul style="list-style-type: none"> <li>Children can name the seven continents and five oceans in the world and locate them on a map/globe</li> <li>To identify the United Kingdom and its countries</li> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>Children can identify a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>To know the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Identify the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>To know that plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Identify the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</li> </ul> <b>Art</b> <ul style="list-style-type: none"> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> </ul>
<b>Links to Prior Knowledge:</b>	Geography – London (Y2). UK (Y2), continents (Y1), weather (FS2 & Y1). <u>Music</u> - Y2, Y1 & FS2. <u>Science</u> – animals, what they need to stay alive (Y1).
<b>Links for Relevance and Currency:</b>	Daily updates from Newsround. Climate change. Current/recent weather disasters.
<b>Immersion Event / Activity:</b>	Round the world continent immersion.
<b>Celebration of Learning:</b>	End products: Non-fiction text about continents. Woodwork building.
<b>English Links:</b>	Non-fiction writing. Non-chronological reports.
<b>Maths Links:</b>	Data handling. Measuring.

Lesson	Subject	Concepts	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Individual Lesson Outcomes or Endpoints	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Week 1 L1	Geography	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	Recap previous learning Name continents Locate continents on a map- label only continents today.	Pupils can name and locate continents.  Ipad in learning area for researching continents.  <b>Reveal continents on class map at end of lesson</b>				✓	
Week 1	Geography	<ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>	Recap prior learning on continents	Label oceans on same map as yesterday.					




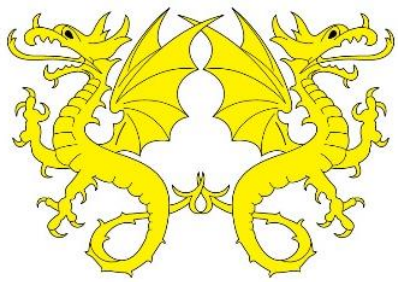
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L2			Introduce five surrounding oceans and their location.	Ipads in learning areas for researching continents and oceans.  Reveal oceans on class map					
Week 1 L3	Art	<ul style="list-style-type: none"><li>• Explore ideas and collect visual information.</li><li>• Explore different methods and materials as ideas develop.</li><li>• Use thick and thin brushes.</li><li>• Mix primary colours to make secondary.</li><li>• Add white to colours to make tints and black to colours to make tones.</li></ul>	Children to learn different skills when painting a watercolour painting.	Children are able to understand and use different watercolour painting techniques.					
Week 2 L1, 2, 3	English w/ Geography Links	<ul style="list-style-type: none"><li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li><li>• Name and locate the world’s continents and oceans.</li></ul>	Around the world immersion  Children learn about Kenya and compare with England.  Look at photographs of Kenya and England and compare.	Pupils can identify similarities and differences between the continents and answer simple geographical questions.  Link to fair-trade fortnight.				✓	
Week 3 Multiple days	Geography and English	<ul style="list-style-type: none"><li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li><li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied.</li><li>• Name and locate the world’s continents and oceans.</li><li>• 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.</li></ul>	Geography: Investigating places link to Eng, Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	Children use their knowledge and understanding to create a non-chronological report about the continents in English lessons.	x				
Week 5	Outdoor learning								
Week 4	Science and DT	<u>DT: Take inspiration from design throughout history</u>  <u>Science: To investigate materials.</u>  <u>Science</u> <ul style="list-style-type: none"><li>• Describe the simple physical properties of a variety of everyday materials.</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li></ul> DT	Children explore extreme weathers experienced around the world. Immersion videos from last year available?  Show different houses/shelters from around the world. What are their purpose?  TYPES OF HOUSES USING RECYCLED MATERIALS	Children are able to discuss and understand some basic facts about weather.  Children can identify features of different materials and why they would be useful in different situations.  Children design a weather –proof house for their chosen weather.	✓	X			✓



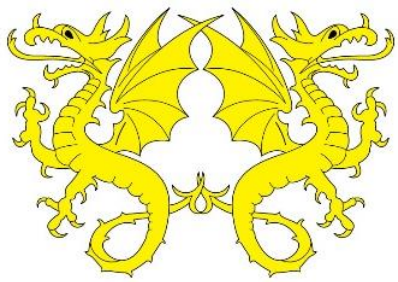
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		<ul style="list-style-type: none"><li>• Design products that have a clear purpose and an intended user.</li></ul>	<p>e.g. igloos, brick house, wooden house, houses on stilts, house boat, caravan, high rise buildings, etc.</p> <p>What is effective about them? What is not so effective? Why were those choices made when building those houses?</p> <p>Children discuss how to make and design a weather proof house – can chn identify different weathers that may affect a house? How can we ensure that the house is strong enough?</p> <p>In an adult-led group: Children explore and test different everyday materials and identify their properties (waterproof, flexible, strong etc.).</p> <p>Children decide which materials they would use for a weather proof house as well as other features they could include. Children draw and label design. Who is their house for? Where will it be? Teachers to encourage chn to choose different places for their houses.</p> <p>NOTE FOR TEACHERS: CAN CHILDREN USE SOFTWARE TO BUILD THEIR HOUSE DURING PROVISION TIME? IT WILL HELP TICK OFF THIS MILESTONE CONCEPT:</p> <p><u>DT: To design, make, evaluate and improve.</u></p> <ul style="list-style-type: none"><li>• Design products that have a clear purpose and an intended user.</li><li>• Make products, refining the design as work progresses.</li><li>• Use software to design.</li></ul>						
Week4/ 5	DT	<p><u>DT: To design, make, evaluate and improve.</u></p> <p>Cut materials safely using tools provided.</p> <ul style="list-style-type: none"><li>• Measure and mark out to the nearest centimetre.</li><li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li></ul>	<p>Children to work in small adult-led groups to start building their shelters. In the real world, how would they weather-proof it even more?</p> <p>Focus: Building a shelter that will keep a Lego figure safe during different weather conditions.</p>	<p>Children will have experienced the process of designing and evaluating, and assessing how effective their plans were.</p> <p>Children will have used fine and gross motor skills to develop their houses.</p>	✓				✓





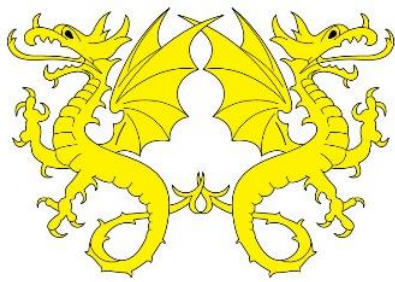
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		<ul style="list-style-type: none"> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>• Make products, refining the design as work progresses.</li> </ul>	Use junk modelling and different roofing/wall materials.	Children will have developed their social skills when communicating about their group task.					
Week 5	DT	<p><u>DT LO: To design, make, evaluate and improve.</u></p> <p>Cut materials safely using tools provided.</p> <ul style="list-style-type: none"> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>• Make products, refining the design as work progresses.</li> </ul>	<p>Children to work in small adult-led groups to start building their shelters. In the real world, how would they weather-proof it even more?</p> <p>Focus: Building a shelter that will keep a Lego figure safe during different weather conditions.</p> <p>Use junk modelling and different roofing/wall materials.</p>	<p>Children will have experienced the process of designing and evaluating, and assessing how effective their plans were.</p> <p>Children will have used fine and gross motor skills to develop their houses.</p> <p>Children will have developed their social skills when communicating about their group task.</p>	✓				✓
Week 5	Geography	<p>Investigate places</p> <p>This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Reflect on learning – what happened to our shelters? Were they suitable for people to live in? why? Why not?</p> <p>Think about whereabouts in the world these shelters would be used. Do they ensure that the users rights would be met?</p> <p>P4C circle with children. Question ideas:</p> <ul style="list-style-type: none"> <li>• Is it OK for people to live in houses/shelters that don't protect them from ALL weathers?</li> <li>• Is it OK for people who have more money to be better protected from all weathers?</li> <li>• Should all animals have the right to protection?</li> </ul>					✓	
Week 5	Science and DT	<p><u>DT: To design, make, evaluate and improve.</u></p> <ul style="list-style-type: none"> <li>• Make products, refining the design as work progresses</li> <li>• Suggest improvements to existing designs.</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> </ul>	<p>Chn to test their shelters/houses that they built last week. Are they effective in their intended environment? Are they effective in other weather conditions? (e.g. a tent on a nice day, but also test it against wind and rain).</p> <p>Evaluating and discussing what when well. Evaluating and discussing what could be improved (how and why) – Children to fill out an evaluation sheet.</p>	<p>Children will have evaluated the effectiveness of their model.</p> <p>Children will have</p>	✓				✓
Week 6	Computing	W:\StaffShare\Curriculum\Computing\4 Planning\!2022 SCHEME OF WORK\!SCHEME OF WORK\Year 2 Units	Unit 5.2 SCHEME OF WORK (taught discreetly)						



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Week 6	Art	<ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul>	<p>Look at landscapes linked to geography learning – and collect ideas of how to create artwork inspired by landscapes.</p> <p>Explore both sketching and watercolour paints to create their artwork.</p>	<p>Pupils create a watercolour painting of a landscape.</p> <p>Pupils are able to sketch lightly before painting and use watercolour paints effectively.</p>	x				