



Dore Primary School

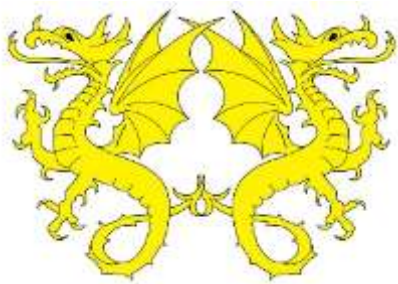
Y2 Learning Journey

To The Rescue!



Purpose of Learning Journey (END POINTS)	Science Uses of everyday materials <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. Perform simple tests Gather and record data to help in answering questions History <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Use dates where appropriate. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.
Links to Prior Knowledge:	History: other significant events GFOL (Y2 Aut 1), moon landing (Y1) Significant people (Mary Seacole, Katherine Johnson, Neil Armstrong Y1) Grogaphy (Y2) physical and human features (linked to Grace Darling setting) UK (Spr1) Science- materials Aut1 + Spr2.
Links for Relevance and Currency:	Appropriate updates from Newsround. International Women's Day. Diversity Grace Darling + John Kent.
Immersion Event / Activity:	Grace Darling rescue story- historical investigation of artifacts and other evidence from the past.
Celebration of Learning/ Summative assessment	End products: RAFT MAKING (Outdoor Learning and Science)
English Links:	Non-fiction writing. Grace Darling diary entry.
Maths Links:	Data handling. Measuring.

Lesson	Subject	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor	P4C	Global/ rights	TASC
Week 1 Lesson 1	History w/English links	Historical concept(s): sources and evidence / historical interpretations LO: To investigate and interpret the past <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. 	1. Children explore pictures of Grace Darling. Are the resources enough for them to find out about the past? Does the evidence enable them to find out information? 2. Provide children with the rest of the resources about Grace Darling. Can they now work out what happened?	Children are able to investigate and interpret the past understanding that our understanding of the past comes from an interpretation of the available evidence.	X			X	

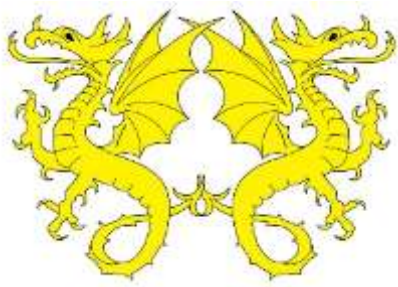


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		<ul style="list-style-type: none">Identify some of the different ways the past has been represented.Describe historical events.Describe significant people from the past.	<p>Go through Grace Darling ppt (link below). Discuss how Grace Darling lived in the Victorian era.</p> <p>Review resoureecs. Can children look at and compare different artwork to identify the way the past has been represented? As a class, discuss why we don't have any photos or videos.</p> <p>Acrivity: Children to order resources from most to least useful when learning about Grace Darling.</p> <p>Plenary: Why was Grace Darling a significant person?</p> <p>Resources:</p> <p>Grace Darling powerpoint: https://www.twinkl.co.uk/resource/t-t-12913-grace-darling-information-powerpoint</p> <p>Fact cards: https://www.twinkl.co.uk/resource/grace-darling-sequencing-cards-t-tp-7126</p> <p>photos are on Staffshare.</p>						
Week 1 Lesson 2	History w/English links	<p>Historical concept(s): change and continuity</p> <p>LO:</p> <ul style="list-style-type: none">Ask questions such as: What was it like for people? What happened? How long ago?Place events and artefacts in order on a time line.Label time lines with words or phrases such as: past, present, older and newer.	<p>Part one: Children recap learning and answer questions about Grace Darling and the shipwreck. They reinact the event and place the events on a timeline.</p> <p>This week in English children will also retell the events as a newspaper article in their English learning.</p> <p>Resources to prep: https://www.twinkl.co.uk/resource/grace-darling-differentiated-timeline-activity-t-tp-7190 (print off and enlarge to A3 for children to complete in pairs/small groups)</p>	<p>Children produce a timeline and written piece about an event from the past.</p> <p>When discussing events, they are able to use historical vocabulary and techniques to convey information about the past.</p>	X				
Week 1 Lesson 3	History	<p>Historical concept(s): similarity and difference</p> <p>LO: To investigate and interpret the past.</p>	<p>Play 'true or false' then ask chn to recap the story of Grace Darling. What makes her a significant person?</p> <p>What do we know about Grace Darlina's life?</p>	<p>Chn will be able to confident talk about Grace Darling's day-to-day life. Children will be able to compare their own lives to those of people in the past.</p>	x				



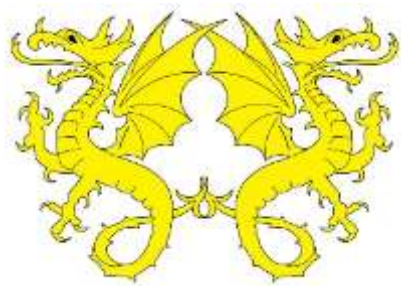
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		<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<p>Children to explore what Grace Darling's day-to-day life was actually like. Go to the playground (or hall?).</p> <p>Read these instructions out for children to act out. (A4 instructions in SS)</p> <p>They would begin their day by waking up and walking down the three flights of stairs to the living area and kitchen at the bottom. They would need to pump some water into the kitchen from the tanks underground and light the stove before having breakfast.</p> <p>After tidying up, they need to row over to the next island where they need to do some gardening, dig up some vegetables, collect the chickens eggs and feed them before rowing back to the lighthouse. After this, the boys will go out fishing with their father (more rowing!), while the girls help their mother tidy the house and are taught to sew, spin and cook.</p> <p>After lunch, all of the children are taken upstairs to the lamp room to be taught maths, geography and history, working on slate boards by candle-light. After this is done, they all help their father to take care of the lamp in the lighthouse – polishing the reflectors, cleaning the windows, checking the wick, topping up the oil etc.</p> <p>After their day of hard work, the children return to their bedroom which they share with their siblings for a well deserved rest!</p> <p>Ask children: how would they feel after a day like this?</p> <p>In groups, children to discuss similarities and differences between theirs' and Grace Darling's daily lives.</p> <p>(Resource from https://rnli.org/youth-education/education-resources/lower-primary/topic-pack)</p>						
Week 1 Friday	Outdoor Learning	<p>Outdoor Learning</p> <p>S - can safely use a saw (junior hacksaw)</p> <p>DT</p> <p>Cut materials safely using tools provided.</p>	<p>(In preparation for raft making)</p> <p>Children collect sticks.</p> <p>Model how to safely use a saw.</p> <p>Children use a junior hacksaw with support to saw sticks.</p>	Children safely use a junior hacksaw.		X			X
Week 2 Lesson 1	History	<p>Historical concept(s): historical significance / similarity and difference</p> <p>History: To investigate and interpret the past.</p> <p>Describe significant people from the past.</p>	<p>Introduce John Kent and his significance.</p> <p>Make links to Grace Darling (John Kent rescued a 17 year old from drowning at the start of his career)</p> <p>Comparissons to other significant people from the past.</p>	Children can describe and compare significant people from the past.	X				



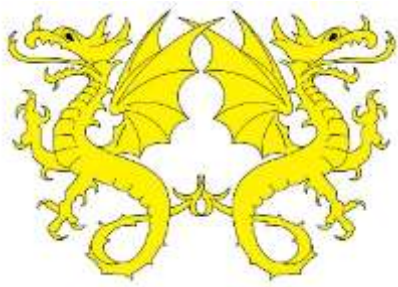
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Week 2 L2	History	<p>Historical concept(s): historical significance / similarity and difference</p> <p>History: To investigate and interpret the past.</p> <p>Describe significant people from the past.</p>	<p>Develop understanding of JK and his significance.</p> <p>P4C</p>	Children can describe and compare significant people from the past.			X		
Week 2 L3	History	<p><u>History</u></p> <ul style="list-style-type: none"> • Use dates where appropriate. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Order significant events and people on a timeline to include all prev history learning (significant people and events from Ks1)</p>	Chn can create timelines and use dates appropriately.	X				
Week 2 Friday	Outdoor Learning	<p>Outdoor Learning</p> <p>E. can tie using square lash</p> <p>DT</p> <p>Demonstrate a range of joining techniques</p>	<p>(In preparation for raft making)</p> <p>Children collect sticks.</p> <p>Model how to tie using square lash to join two sticks together and make a cross.</p> <p>Children use a square lash to join two sticks together and make a cross.</p>	<p>Children join two objects (sticks) using square lash.</p> <p>Children show resilience when completing a difficult task.</p>	X	X			X
Week 3 Lesson 1	Science	<p>Science: To investigate materials.</p> <ul style="list-style-type: none"> • Gather and record data to help in answering questions. • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>Discuss with children about sinking and floating (what do they know?)</p> <p>Video shared to explain and also introduce children to the concept of density.</p> <p>Children choose items and identify the material from which they are made, then make a prediction about whether it will sink or float.</p> <ul style="list-style-type: none"> • 	<p>Children are able to compare and group together a variety of everyday materials on the basis of their simple physical properties of floating or sinking.</p> <p>Children can identify which materials are likely to soak or float.</p>					



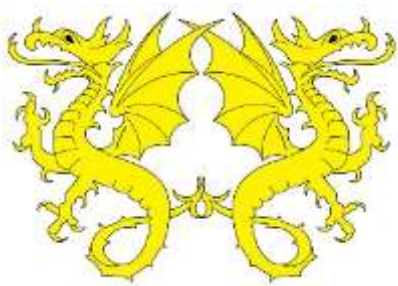
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Week 3 Lesson 2		<p>Science: To investigate materials.</p> <ul style="list-style-type: none"> Perform simple tests. Gather and record data to help in answering questions. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>Children test the items in water and record data. Model filling out on IWB.</p> <p>Children discuss what they have found out and compare results to predictions.</p> <p>Resources to prepare:</p> <ul style="list-style-type: none"> Large tub of water <p>Resources to test</p>	<p>Children are able to work scientifically to carry out an experiment and record their data.</p>					
Week 3 Friday	Outdoor Learning	<p>DT Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Science Know which materials float. Use their observations and ideas to suggest answers to questions.</p>	<p>Introduce the task – to build a raft which will float successfully on the brook. Use TASC wheel to identify steps Identify skills that we will need Define ‘successfully’ (will float, won’t fall apart). Link to science learning – floating and sinking (materials) and previous Outdoor Learning lessons (knots) Children plan their design.</p>	<p>Children know the task – to build a raft which will float successfully on the brook.</p> <p>Children can use substantive knowledge (floating and sinking) to design a raft.</p>		X			X
Week 4 Lesson 1	Science	<p>Science: To investigate materials.</p> <ul style="list-style-type: none"> Perform simple tests Use observations and ideas to suggest answers to questions. Describe the simple physical properties of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Recap of previous learning about sinking and floating. Children recap understanding about which materials would sink or float. Explore how object made from the same materials may react differently (eg. Metal spoon and metal boat). Children asked to think about why this might be. Children challenged to make a ball of playdough float by changing its shape. Children observe carefully and discuss what is happening and their process throughout</p> <p>Plenary: Why do lemons float? Why do limes sink?</p> <p>Resources to prepare:</p> <ul style="list-style-type: none"> Large tub of water Play dough 	<p>Children work scientifically to solve challenge.</p> <p>Children gain understanding of how properties, of a material may be altered or changed.</p>	X				
Week 4 Lesson 2	Computing	Computing: To code	Children complete coding activities on Purple Mash.	Children apply understanding of algorithms to coding by inputting instructions to the programme.					



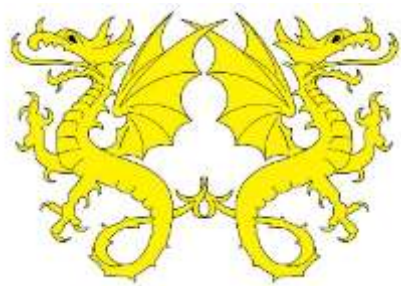
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		Control motion by specifying the number of steps to travel, direction and turn. • Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop).							
Week 4 Lesson 3	Outdoor Learning	Outdoor Learning E. can tie using square lash S - can safely use a saw (junior hacksaw) DT Demonstrate a range of joining techniques Cut materials safely using tools provided.	Children build a raft which will float successfully on the brook. Use TASC wheel to identify steps Define 'successfully' (will float, won't fall apart). Link to science learning – floating and sinking (materials) and previous Outdoor Learning lessons (knots)	Children begin to make a raft that floats using square lash and a junior hacksaw. Children show resilience when completing a difficult task.	X	X			X
Week 5 L1	Art	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop • Describe the work of notable artists, artisans and designers.	Children look at examples of artwork of the same subject but created in different ways – chalk, oil pastels, ink, charcoal Can they identify any techniques, materials used? Can they discuss likes and dislikes of each piece? - understanding how art is subjective but given reasons for their choices.	Children use art-specific vocabulary to discuss and comment on artwork produced by others.	x		X		
Week 5 L2	Art	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	Explore different techniques of drawing.	Children gain knowledge of different drawing skills and techniques.	x				
Week 5 L3	Art	• Use some of the ideas of artists studied to create pieces. • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	Children apply learning to create their own lighthouse inspired drawings. Children make their own choices of media, materials and techniques.	Children apply knowledge and produce a piece of artwork that is original.	x				
Week 5 Lesson 3	Outdoor Learning	Outdoor Learning E. can tie using square lash S - can safely use a saw (junior hacksaw) DT Demonstrate a range of joining techniques Cut materials safely using tools provided.	Children build a raft which will float successfully on the brook. Use TASC wheel to identify steps Define 'successfully' (will float, won't fall apart). Link to science learning – floating and sinking (materials) and previous Outdoor Learning lessons (knots)	Children complete making a raft that floats using square lash and a junior hacksaw. Children show resilience when completing a difficult task.	X	X			X
Week 6	Computing (scheme 1.2)			I can combine images and text to help tell my story or give information.				X	



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Lesson 1,2 +3		1.2 How do I use a computer as a writer?	<p>Pupils select basic tools/options to change the appearance of digital content.</p> <p>Chn combine media with support to present information, e.g. text and images</p>	<p>Chn apply skills to represent their story (linked to Superworm narrative)</p> <p>Chn know that digital content belongs to the person that created it.</p>					
Week 6	Outdoor Learning	DT Evaluate their ideas and products against design criteria. Science Know which materials float. Use their observations and ideas to suggest answers to questions.	<p>Children test their rafts by floating them on Totley Brook (RISK ASSESSMENT REQUIRED)</p> <p>Children evaluate their products against the design criteria. What made their raft successful or not? What could be adapted/improved.</p>	<p>Children can say how/why/if their product was successful.</p>	X	X			X