



Dore Primary School

Y2 Learning Journey

Bouncing Back!

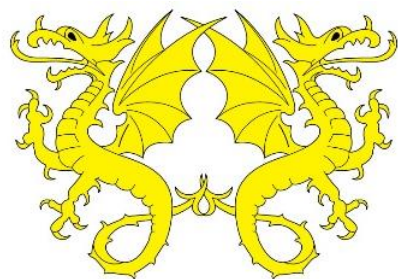


<p>To understand events from the past. To compare 1666 to 2020. To show resilience in different ways.</p> <p>Art:</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Take inspiration from the greats • Describe the work of notable artists, artisans and designers. <p>DT:</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Explore objects and designs to identify likes and dislikes of the designs. • Cut materials safely using tools provided. <p>History</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Recognise that there are reasons why people in the past acted as they did. • Ask questions such as: What was it like for people? What happened? How long ago? • Recognise that there are reasons why people in the past acted as they did. • 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. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. • 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? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. <p>Outdoor Learning:</p> <p>S – can demonstrate fire circle etiquette</p> <p>S – can understand the need for extinguishing a fire</p> <p>Science</p> <ul style="list-style-type: none"> • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. • Work scientifically: • Gather and record data to help in answering questions. <p>END POINT</p> <p>Children know when the great plague and fire of London took place. They know how fires start, spread and end.</p>

ENDPOINTS

Substantive knowledge children will know:

Disciplinary knowledge children will know how to / be able to:



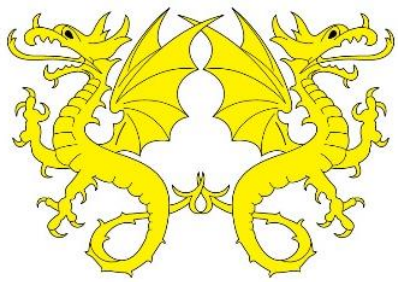
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Links to Prior Knowledge:	<u>History & Healthcare</u> – Mary Seacole (Y1), <u>History</u> – Own life (FS2), <u>Science</u> – Being healthy, The Hungry Caterpillar, needing sleep and exercise (FS2), bodies (Y1), healthy packed lunch (Y1)
Links for Relevance and Currency:	Covid-19 links to the Plague, comparing medicine/research, support for businesses (bakery/help out to eat out). Wild fires from the summer. Recent updates from Newsround.
Immersion Event / Activity:	Fire x 2, History Van, Delivery from the past (bakery items), time machine burnt posters.
Celebration of Learning:	End products – burning of houses, History van celebration (singing), posters to send to the past
English Links:	Bakery posters, Diary entries, Letter to Mayor of London, creating small world fire of London (S&L)
Maths Links:	Capacity – making medicine, Measuring/weighing – baking, Place value/number – dates and timelines, 3D shape – houses.

Lesson	Subject	Concepts	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Individual Lesson Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
W1 L1	History Art	<p>Historical concept (s): Change and continuity</p> <p>History: Recount changes that have occurred in their own lives. Place events and artefacts in order on a time line.</p> <p>Art: Use a combination of materials that are cut, torn and glued. Sort and arrange materials.</p>	<p>Timeline of day. Timeline of life. Create birthday cards.</p>	<p>Children will be able to put events in chronological order.</p> <p>Children will have used their drawing and collage skills to create a birthday card.</p>	✓				✓
W1 L2	Wellbeing	<p>Rights respecting:</p> <ul style="list-style-type: none"> • Be safe and healthy • Play • Learn • Be treated fairly 	<p>Understand their role as rights holders and identify how rights bearers can support them.</p> <p>Think about and justify the rights that they feel are most important to them as a group.</p>	<p>Children develop understanding of the rights of a child and how to implement this into their own lives at school.</p>	✓			✓	
W1 L3	Art	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p>Discuss the concept of art with the children. What is art? What different medias do they know? How do people create artwork? Etc. Explain drawing as a form of art – show examples. Discuss differences/similarities. Guide children to examine different use of lines (thick/thin etc) Demonstrate creating different lines by using different media – e.g. pencils, crayons, pastels, pens, charcoal and chalk. Children experiment and explore drawing on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal and chalk. Ask children to draw the same subject (e.g. face) using the different tools/media.</p>	<p>Pupils develop skills using different media to create an effective self portrait.</p>	✓				



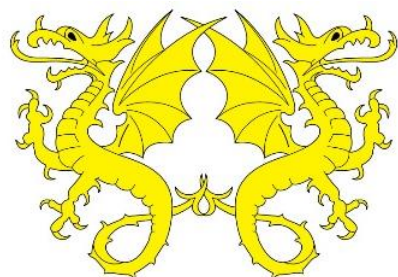
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			Can children control the types of marks they make with the range of media? Linked CP activity: Experiment with drawing on different surfaces by doing rubbing on different surfaces – e.g tree rubbings etc.						
W1 L4	Art	<ul style="list-style-type: none">• Draw lines of different sizes and thickness.• Show pattern and texture by adding dots and lines.• Colour own work neatly.• Show different tones by using coloured pencils.	Look at different examples of portraits. List features of the face that children should include. Demonstrate using mirror to draw a self-portrait. Children create a self – portraits. Mirrors provided to encourage children to use observational skills. Allow children to choose which media to use for their drawing e.g. pencils, crayons, pastels, pens, charcoal and chalk. Encourage children to colour in neatly. Celebrate artwork children have produced.	Developed drawing skills. Created a self-portrait for display. Build knowledge of great artists. Celebrate differences.	✓				
W2 L1	Science	•Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	What do humans need to stay healthy? Discussion – what people need e.g. food, water, healthcare etc. Link to UNICEF Rights of Child. Identify what constitutes a healthy, balanced meal and how to make decisions based on this.	Children know the importance of eating a balanced diet according to the eat well plate This will link to understanding that the conditions during the plague were ideal for the spread of disease.			✓		
W2 L2	History	Historical concept (s): Investigate and interpret the past History: Observe or handle evidence to ask questions and find answers to questions about the past. Recognise that there are reasons why people in the past acted as they did. Ask questions such as: What was it like for people? What happened? How long ago? Science: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Think about and discuss how humans stay healthy and what we do if we don't feel healthy (see doctor etc) and discuss modern medicines and treatments. Compare this to treatments used during the great plague. Children to learn facts about the plague and explore how people dealt with the events that it caused. = 	Children can link their experience living through a pandemic to life during the great plague. Children have an awareness that people acted differently in the past and begin to understand how. Children will be able to identify similarities and differences between life now and the 1600s.	✓			✓	
W2 L3		Work scientifically: Gather and record data to help in answering questions. Science: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Chn use knowledge of fire triangle to populate prediction sheet. Chn to use their sense of touch and previous knowledge about materials. Chn use English learning of adjectives to describe the material and what it means for its combustibility.	Children will have made predictions of how flammable different materials will be when set on fire.		✓			
W2	Outdoor Learning	Science: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Look at different materials that structures/ buildings are made of (practical). – Walk around school, discussion.	Children can identify what modern buildings are made from.		✓			
W3 L1	Science Outdoor Learning	Work scientifically <ul style="list-style-type: none">• Ask simple questions.• Observe closelu	Children to observe fire and the real life implications of how the fire triangle works. Children to observe and reflect on their predicitons.	Children learn about fire triangle. Children gain awareness of flammable and non-flammable materials.	✓	✓			

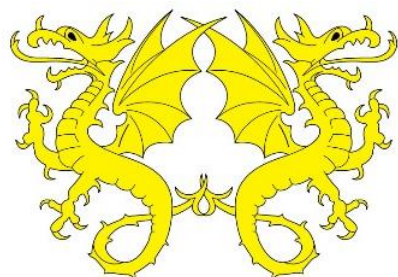


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		<ul style="list-style-type: none"> Perform simple tests. Use observations and ideas to suggest answers to questions. Investigate materials <p>Outdoor Learning: S – can demonstrate fire circle etiquette S – can understand the need for extinguishing a fire</p>		<p>Understand changes to burning when wet/dry.</p> <p>Children continue to understand fire safety.</p>					
W3 L2	History Maths	<p>Historical concept (s): Similarity and difference</p> <p>History: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Maths: Compare, describe and solve practical problems for capacity and volume.</p> <p>Science: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Think about and discuss how humans stay healthy and what we do if we don't feel healthy (see doctor etc) and discuss modern medicines and treatments.</p> <p>Compare this to treatments used during the great plague.</p> <p>Make medicines (vinegar and essential oil mix, lavender and herb bags) whilst applying maths learning of measure.</p>	<p>Chn understand that medical science has progressed since 1665.</p> <p>They understand that the plague treatments were not based on Scientific testing and observation.</p>	✓				
W3	Outdoor Learning	<p>Outdoor Learning: can use tools with support</p> <p>Historical concept (s): Similarity and difference</p> <p>History: 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.</p>	<p>Start Wattle & Daub structure – use loppers to collect branches (Hazel & Willow).</p>	<p>Children understand how houses in the past are different from houses in the present day.</p> <p>Children can use tools safely with support.</p>		✓			
W4 L1	DT History	<p>Historical concept (s): Similarity and difference</p> <p>History: Recognise that there are reasons why people in the past acted as they did.</p> <p>Science: 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> <p>DT: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>Compare houses now and then. Think about materials used now and in the past. Focus on features of Tudor houses.</p> <p>Children to look at Tudor houses and plan their model to make for L3.</p> <p>Learning Area suggestions for the week:</p> <ul style="list-style-type: none"> - Make paper Tudor houses (adult support where possible) - Build Tudor houses using construction - Tudor house colouring sheet 	<p>Children apply knowledge of the materials that were available to people in the past to design a model of a house from 1665.</p>	✓		✓		✓
W4 L3	DT History	<p>DT: Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</p> <p>DT: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p>	<p>Half of class: Make their Tudor house using DT skills of folding, rolling, cutting, sticking.</p>	<p>Children will use a range of DT skills to create their model Tudor house.</p>	✓				✓

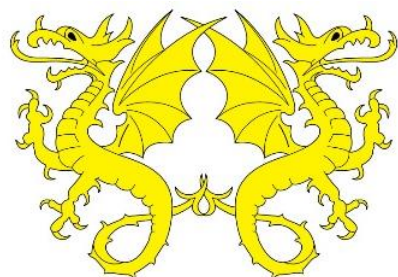


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		<p>Cut materials safely using tools provided.</p> <p>Historical concept (s): Similarity and difference History: Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Access learning areas, with particular focus on Tudor houses:</p> <ol style="list-style-type: none"> 1. Make a Tudor house 2. 2D shape Tudor house activity 3. Construction -build a Tudor house 						
W4	Outdoor Learning	<p>Outdoor Learning: S – can identify differences between the seasons</p> <p>Science: • Observe changes across the four seasons.</p>	<p>Children discover early signs of Autumn</p>	<p>Children observe the start of changes from summer into autumn.</p> <p>Children notice the change in seasons.</p>		✓			
W5 L1	Outdoor learning/DT	<p>DT: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Explore objects and designs to identify likes and dislikes of the designs. Cut materials safely using tools provided.</p>	<p>Look at 17th century houses and begin to explore wattle and daub walls.</p> <p>Ask chn: Why do you think people used these materials?</p> <p>Adult to model making substance for wattle + daub. Manure, mud, straw, water. Take groups to complete Children to explore how wattle and daub walls were built</p> <p>(Adult to take groups to gather more sticks for wattle + daub wall and weave into posts. Loppers)</p> <p>Learning Area suggestions for the week:</p> <ul style="list-style-type: none"> - Building Tudor houses in construction area - Paper weaving - Wool weaving - Colouring a Tudor house then adding tissue paper as fire 	<p>Children will all have experienced the process of creating a wattle and daub wall using materials that would have been used in the 1600s.</p>		✓			✓
W5 L2 & L3	Outdoor learning/History/P4C	<p>Historical concept (s): Similarity and difference History: Recognise that there are reasons why people in the past acted as they did.</p> <p>Work scientifically</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely • Perform simple tests. • Use observations and ideas to suggest answers to questions. • Investigate materials <p>Outdoor Learning: S – can demonstrate fire circle etiquette S – can understand the need for extinguishing a fire</p> <p>DT Design</p>	<p>Split year group into two groups. One group to go to fire pit to see fire burn their houses.</p> <p>Questions to ask: What is happening to the houses? What materials are they made from? What do we know about those materials? what could we do to stop the fire? What materials would be better to build from?</p> <p>Rest of children to explore DT weaving tasks.</p>	<p>Chn make links between materials tested in science (fire testing) and why the Great Fire started. – all materials are flammable used to make W&D</p> <p>Children will have had a go at weaving in different contexts.</p>	✓	✓	✓	✓	

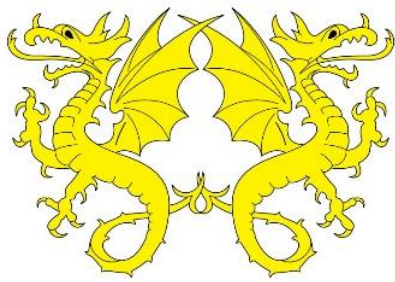


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		<ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks for cutting, shaping, joining and finishing. 							
W5	Outdoor Learning	Outdoor Learning: S – can identify Oak, Horse Chestnut,	Deciduous and evergreen trees. Leaf identification.	Children are grounded and feel more connected to nature. Positive impact on wellbeing. Children can identify some native British trees.		✓			
W6 L1	History	<p>Historical concept (s): Sources and evidence / historical interpretations / historical significance</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>The children will:</p> <ul style="list-style-type: none"> - Discover how people lived in London before the Great Fire by cleaning a 'house' to prevent the Plague, using replica cleaning items of the time - Polish the brass household implements and discover how many ways fire is used in a house of the times - Become the smithies and forgers making knives in the City, whose illegal fires were a fire hazard - Knead bread ready for the public ovens where the fire is rumoured to have started - Prepare to become Plague Doctors and Searchers visiting the houses of the sick - Make herb bags to protect themselves from the Plague - Use quill pens to write Samuel Pepys Diary entries as the Fire takes hold - Sing songs and play games about the Plague and the Great Fire - Become teams of 17 th Century fire fighters tackling the Fire - Decide how living conditions in London should change after the Great Fire 	Children will have a clearer understanding of life in 17 th Century London through a range of high quality role play and 'real life' experiences provided by a highly skilled professional.	✓			✓	
W6 L2	History	<p>Historical concept (s): Sources and evidence / historical interpretations / historical significance</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>Show children other 'great fires' in UK history and briefly explain the start of fire brigades.</p> <p>Children to observe a statue of James Braidwood – why is it there? Link learning from the past to other major historical events and other figures in history.</p> <p>Learning area suggestions:</p> <ul style="list-style-type: none"> - Make a fire engine from construction - Make a junk modelling fire engine - Design a statue for someone they think is important - 	Children will understand that we learn from history and we can improve the way that things are done.	✓				✓



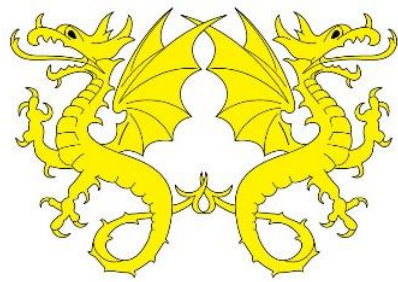
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W6 L3	History		Focus on first black firefighter in UK https://en.wikipedia.org/wiki/Frank_Bailey_(firefighter)&~:text=Frank%20Arthur%20Bailey%20(26%20November,firefighters%20in%20the%20United%20Kingdom.					
WK 7 L1	Art/History	L1- Art, look at Kara Walker's silhouette art work. Children create their own art work inspired by this by mixing colours to create background and add houses to the front. Take inspiration from the greats • Describe the work of notable artists, artisans and designers.	Children to observe how KW created her artwork and explore how to recreate similar effects. Learning Area suggestions for the week:	Children will have mixed colours to create atmosphere.	✓			
WK 7 L2	Art/History	L1- Art, look at Kara Walker's silhouette art work. Children create their own art work inspired by this by mixing colours to create background and add houses to the front. Take inspiration from the greats • Describe the work of notable artists, artisans and designers.	Recap yesterday's learning and remind chn of historical event we are linking artwork to - GFOL	Chn produce GFOL artwork and given scope to experiment with building size/background colour. Chn add buildings to background to create finished piece.	✓			
					✓			

W1 - 8	PSHE	<u>Other</u> Create class charter (Week 1) Introduce ZOR so that it can be used daily. <u>Physical Health (linked to science)</u> 1. P3 – How do we stop getting ill? (germs) 2. P3 – How do I stop getting ill? (teeth) 3. P4 – How can I stay safe? (dangers in the home) 4. P4 – How can I stay safe? (dangers outside the home – roads) <u>From PSHE Primary Planning Toolkit</u> 5. H1/2 – Healthy lifestyles (sleep + others). 6. H13/H14/H15 – Asking for help (stranger danger). <u>Growing</u> G1 – Will I always be a child?	See Health and Wellbeing (PSHE) planning.	See Health and Wellbeing (PSHE) planning.	✓		✓	✓
W1 - 8	RE	<u>Theme:</u> What did Jesus teach? <u>Key Question:</u> Is it possible to be kind to everyone all of the time? <u>Religion:</u>	See RE planning.	See RE planning.	✓			



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		Christianity (Concept: Gospel)							
W 1 - 8	Music	<u>Charanga Unit</u> Focus on dynamics and tempo	See music planning (Charanga).	See music planning (Charanga).					
W 1 - 8	PE	<u>Units:</u> <ul style="list-style-type: none"> Fundamentals Team building 	<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p>		✓				