Curriculum | Medium Term Plan – Summer – Year Two

Victoria Park Primary Academy

Challenge Pack:	Up, up and away - How can we make something fly?	Challenge outcome:	Outcome: live dragons den pitch – need for a new product (children will design and produce a flying machine).	NC Year: Length of term:	(4 & 7 weeks)
Summary:	Children will develop their understanding of how flight has changed over time. They will learn about important people who have influenced changes in flight and changed history. They will then work towards designing and making something that flies, using their Science materials and Design and Technology knowledge.				
Key texts:	<u>Fiction:</u> Izzy Gizmo All Kinds of Planes Violet the Pilot Rosie Revere Engineer Up Up and Away Airplane Adventure Science Comics Flying Machines It's her story: Amelia Earhart <u>Non-Fiction:</u> Flight Riveting Reads for Curious Kids Little People Big Dreams Little Guides to Great Lives – Amelia Earhart City Atlas	Trips and visits:	The Drama Hut to deliver a workshop about Amelia Earhart and other explorers (what makes an explorer, who they are and why they explore).	Inspire parent sessions:	
		Science Units	Everyday materials	PE: Music:	

Physical Oracy (Voice, Body Language)	Linguistic Oracy (Vocabulary, language, rhetorical techniques)	Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)	Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material

	Maths:	English:	NICER:
(1)	Area of learning: Addition Knowledge and skills: Adding tens over the boundary Regrouping Written method Mental maths focus: adding 2d+1d over ten	Purpose: To Entertain Text type: Character Description Text: Izzy Gizmo Knowledge and skills: Read and RIP *Identify and use adjectives* *Know when and how to use apostrophes*	What is Up Up and Away? (Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?) Complete 'Explore the Challenge' page. Thinking hats and PMI based on Hook. RHE – WALT understand the character trait of determination *Outcome – children will listen to a story about determination before working in groups to create a paper airplane to take part in a competition.* RHE – WALT reflect on our achievements and how this relates to being a role model *Outcome – children will complete an achievement fact file as part of a class book sharing how they are role models.* Link to challenge outcome (for weeks learning) – Children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.
(2)	Area of learning: Subtraction Knowledge and skills: Subtracting tens over the boundary Recombining Written method Mental maths focus: subtracting 2d-1d over ten	Purpose: To Entertain Text type: Character Description Text: Izzy Gizmo Knowledge and skills: *Begin to use expanded noun phrases to describe and specify* *Use list of 3 for description*	How has flight changed? <u>Killer Questions</u> What are the different machines/items that can fly and what are they made of? H1.2e - As Historians WALT: identify changes of flying machines over time *Outcome* – children will sequence key events on a given timeline and identify differences between old and new flying items. H1.2f - As Historians WALT: identify similarities and differences between life in the past and the present so that we can understand the changing flight experiences

			Outcome – children will compare the similarities and differences of flying experiences and use thinking hats/PMI to evaluate how they would feel. S1.1x - As Scientists WALT: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water *Outcome* – children will explore and label everyday materials. Link to challenge outcome (for weeks learning) – children will be able to name flying machines and identify similarities and differences between the past and present.
(3)	Area of learning: Time Knowledge and skills: Telling the time to the hour Telling the time to half an hour o'clock and half past Mental maths focus: counting in 5s	Purpose: To Entertain Text type: Character Description Text: Izzy Gizmo Knowledge and skills: *Use commas in a list* Shared write Draft	Who are key people and individuals involved in flight (The Wright Brothers)? <u>Killer Questions</u> When in the past did the first human fly in the air? What were the planes like? Can you describe a significant historical event associated with flight? What were the events that followed the first flight – what happened next? H1.2b - As Historians WALT: understand who the Wright Brothers were *Outcome* – children will find out information about the Wright Brothers using a range of sources to create a fact file. H1.2d - As Historians WALT: understand how flight changed as a result of the Wright Brothers' work *Outcome* – children will discuss and FIP the most important changes in planes over the last 115 years. H1.2e – As Historians WALT use different historical sources so that we can prove or disprove statements about the Wright brothers *Outcome* – children will use evidence from written and visual sources to prove statements about the Wright Brothers. S1.1y – As Scientists WALT: describe the simple physical properties of everyday materials *Outcome* – children will create a word bank of properties and use these words to best describe everyday materials. Link to challenge outcome (for weeks learning) – children will understand who the Wright Brothers were and develop an understanding about a significant historical event associated with flight.

(4)	Area of learning: Time Knowledge and skills: Quarter past and quarter to Writing the time Mental maths focus: double any multiple of 5 up to 50	Purpose: To Entertain Text type: Character Description Text: Izzy Gizmo Knowledge and skills: Draft Edit Publish	Who are key people and individuals involved in flight (Amelia Earhart)? <u>Killer Questions</u> When in the past did the first human fly in the air? What were the planes like? Can you describe a significant historical event associated with flight? What were the events that followed the first flight – what happened next? H1.2b - As Historians WALT: find out about the life and achievements of Amelia Earhart *Outcome* – children will organise key events in the life of Amelia Earhart. H1.2b/H1.2c - As Historians WALT: ask questions about what has happened in a time period before our lifetime so that we can better understand Amelia Earhart *Outcome* – children will create a list of questions that they would like to ask Amelia Earhart followed by a hot seating activity H1.2e - As Historians WALT: use sources to find out about the past so that we can write for different purposes *Outcome* – children will use sources to find key facts about Amelia Earhart and use these facts to create a fact file. Link to challenge outcome (for weeks learning) – children will understand who Amelia Earhart was and develop an awareness about the events that followed the first flight.
(5)	Area of learning: Time Knowledge and skills: Telling the time to the nearest 5 minutes Comparing time Hours and days Mental maths focus: halve any multiple of 10 up to 100	*SPAG and Reading activities*	Where can we fly? <u>Killer Questions</u> Over which continents and countries do flights travel when flying to different countries from the United Kingdom? Where do people fly to on for different travel reasons and why (hot and cold)? G1.1e - As Geographers WALT: name and locate the world's seven continents so that we can identify where planes travel on different flight paths *Outcome* – children will name the 7 continents and identify the continents travelled through on a given flight path. G1.1e - As Geographers WALT: name and locate the world's five oceans so that we can identify where planes travel on different flight paths

			Outcome – children will name the 5 oceans and identify the oceans travelled through on a given flight path. G1.2b - As Geographers WALT: use a resource, such as a junior atlas, to locate key places (including hot and cold places) so that we can identify countries and continents that can be flown to *Outcome* – children will use a junior atlas to check positions of key places and understand if they are hot or cold (equator). S1.1w - As Scientists WALT: distinguish between an object and the material from which it is made *Outcome* – children will list items which are made from everyday materials and explain why an object is made from the everyday material. Link to challenge outcome (for weeks learning) – children will identify continents and oceans travelled through on given flight paths
(6)	Area of learning: Measure - length Knowledge and skills: Compare lengths and heights Measure lengths Order lengths Operations with lengths Mental maths focus: identify near doubles	Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight Knowledge and skills: Read and RIP *Use statements and questions* Form questions for sub-headings	Puzzling Questions and what is the good news Christians believe? As Theologians WALT – use a mystery work of art to ask questions *Outcome* – Children will look at a mystery piece of art (The Last Supper) and ask questions about it As Theologians WALT – think about questions we don't know the answer to *Outcome* – Children will listen to the story 'Why do stars come out at night?' and suggest answers to some of the questions. They will sort questions to find bigger questions being asked and will think of big questions they would like to ask. As Theologians WALT – think about questions a religious story answers *Outcome* – Children will listen to the story of Jesus and the Ten Lepers. They will discuss the messages taken from this religious story followed by answering key questions using the story. As Theologians WALT – give examples of how people use stories to guide their beliefs and actions *Outcome* – As a class, children will create a list of 12 people who changed the world. They will listen to the bible story of Matthew and the Tax Collector and use this story to answer questions.
(7)	Area of learning: Measure – weight and mass Knowledge and skills: Introduce weight and mass Measure mass Compare mass	Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight Knowledge and skills: Fact and fiction	How can we create a figure of a person linked to our challenge pack? As Artists WALT: identify and explore examples of clay sculptures *Outcome* – children will look at a variety of clay sculptures and answer thinking hat questions A2.5b - As Artists WALT: plan and design our sculptures

	Mental maths focus: use patterns of similar calculations	Group information using paragraphs *Learn which words can be contracted*	*Outcome* – children will design their sculptures and share their plans with a partner A2.4a - As Artists WALT: know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. *Outcome* – children will practice a range of techniques to manipulate clay followed by creating their art sculptures. A2.5a/A2.5b - As Artists WALT: talk about our work and listen to the views of others *Outcome* – children will demonstrate a growing art vocabulary to enable them to talk about their work and share it with others. They will also complete a peer critique, whereby they listen to the views of others and respond to ideas to improve their work. Link to challenge outcome (for weeks learning) – children to consider if an item made of clay would have the right properties to actually fly.
(8)	Area of learning: Measure - capacity Knowledge and skills: Introduce weight capacity and volume Measure capacity Compare volume Millilitres and litres Mental maths focus: find a small difference by counting up from the smallest number	Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight Knowledge and skills: *Use subordinating and coordinating conjunctions* *Begin to join clauses using a wider range of conjunctions* Plan	S1.1z - As Scientists WALT: compare and group together a variety of everyday materials on the basic of their simple physical properties *Outcome* – children will work both collaboratively and independently to decide how to group objects. S1.1c - As Scientists WALT: understand that applying forces to objects can change their shape *Outcome* – children will identify and classify which objects change when force is applied.
(6)	Area of learning: Graphs Knowledge and skills: Make tally charts Draw pictograms Interpret pictograms Mental maths focus: count in 2s	Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight Knowledge and skills: Draft Edit Publish	How can we make something fly? D1.3b - As Designers WALT: design my flying product and explain my choice of materials and tools *Outcome* – children will work in groups to design their flying product and make links to their learning in Science to explain their choice of materials and tools. D1.3c - As Designers WALT: cut out a range of materials *Outcome* – children will use a range of materials and tools to create their flying product Link to challenge outcome (for weeks learning) – children will consider the most suitable materials and tools to make their flying product.

(10)	Area of learning: Graphs Knowledge and skills: Make tally charts Draw pictograms Interpret pictograms Mental maths focus: count in 2s	Purpose: To Inform Text type: Letter Text: Dear Teacher Knowledge and skills: Children to use skills learnt over the year to write a letter for their new teacher in preparation for transition days.	How can we make something fly? continued D1.4d - As Designers WALT: evaluate my outcome against my design identifying strengths and areas for improvement *Outcome* – children will use a range of thinking hats/CoRT 1 skills to evaluate their outcome against their design. D1.4b - As Designers answer questions about my product and how the process of making took place *Outcome* – children will share their flying products with the class and discuss how they made them. Link to challenge outcome (for weeks learning) – children will test out and evaluate their flying products.
(11)	Assessment week – PUMA	Assessment week - PIRA	What is coding and programming? C1.1a - As Digital Technicians WALT: recognise common uses of information technology beyond school *Outcome* – In groups, children will discuss and create a poster on uses of ICT. C1.3a/C1.3b - As Digital Technicians WALT: understand what algorithms are and how they run as programs on digital devices *Outcome* – Children will be introduced to Studio Code to demonstrate coding/algorithms. C1.3c/C1.3d - As Digital Technicians WALT: create and debug simple programs and use logical reasoning to predict the behaviour of simple programs *Outcome* – Children will work through the levels (studio code) and receive their certificate of completion. https://studio.code.org/s/minecraft/lessons/1/levels/1 https://studio.code.org/s/dance-2019/lessons/1/levels/1 Link to challenge outcome (for weeks learning) – discrete.
(12)	Area of learning: Position Knowledge and skills: Describe position and movement (link to prior Geographical learning) Describe turns Describe movement Mental maths focus: count in 3s	Revision of SPAG topics in preparation for Year 3	What can we do if we are worried? A1.9 - As Citizens WALT: identify when someone has a different opinion to me and recognise that this is ok *Outcome* – children will participate in discussions about different scenarios/topics. They will use sentence stems to build on or challenge others' ideas (links to Oracy framework)

			B1.1 - As Citizens WALT: identify times when there has been change in my life *Outcome* – class discussions before/after class transition mornings B1.2 - As Citizens WALT: identify ways that I could get help if I was in need *Outcome* – children to create a poster identifying different ways they could get help and who they could talk to B1.5 - As Citizens WALT: explain who to go to if I am worried about myself or someone else *Outcome* – children to listen to the story 'Worrysaurus'. Children will take part in a class discussion about what they can do if they worried about themselves of their peers. Link to challenge outcome (for weeks learning) – discrete. Science – Retrieval and unit evaluations/assessment: (Everyday materials
08.07.24 (13)	Revision of four operations in preparation for Year 3	Revision of SPAG topics in preparation for Year 3	Outcome - live dragons den pitch Before children deliver their pitch, children will be provided with opportunities to reflect on what will engage their audience e.g how can then make their flying object for the pitch interesting for their peers. Oracy links: -I can look out to an audience -I can smile whilst I am delivering talk -I can speak in coherent sentences -I can share key information with the audience -I can find the confidence to speak in front of an audience Science – Retrieval and unit evaluations/assessment: (all five Year 2 units)
15.07.24 (14)	Revision of four operations in preparation for Year 3	Revision of SPAG topics in preparation for Year 3	