Sonar Curriculum

# Y2 Time Travellers.1 Learning Sequence

**Synopsis:** Children draw comparisons between two significant pioneers from the past eg Neil Armstrong and Christopher Columbus and identify similarities and differences. They could recount one of the journeys.

In **Science**, children look at exercise and nutrition, thinking about how they can stay fit and healthy.
In **History**, children compare the two pioneers, using a range of sources and looking for similarities and differences.
In **Art**, children use paint to depict what the pioneers may have seen on their expeditions.
In **D&T**, children research, design and make a rocket or a boat, using given design criteria.
In **Computing**, children learn how to stay safe online, in the context of using the Internet to research.

**Curriculum areas:** English, Science, History, Art, D&T and Computing
**Length of theme:** 6 weeks

## English

*Write a comparison of two pioneers – non-chronological report.*

### English Objectives

**Comprehension**

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss sequence of events in books

**Text Structure & Features**

- Understand the structure of non-fiction books
- Write for different purposes (historical comparison)

**Grammar & Punctuation**

- Use subordination (as, when, because)
- Use co-ordination (and, so, but)

**Plan, Draft, Edit & Evaluate**

- Plan/say aloud what they are going to write
- Write down key words/ideas/vocabulary

### English Learning Sequence

- (In History, children are researching two pioneers - Neil Armstrong and Christopher Columbus)
- Share what is already known about Neil Armstrong and Christopher Columbus
- Listen to/read further information about them from the internet and from books, checking understanding of key vocabulary eg astronaut, pioneer, explorer, launch
- Discuss the sequence of events in the information read linking together relevant points and noting the similarities and differences between the lives and adventures of the two pioneers
- Recap features of non-chronological report: factual, headings, subheadings, appropriate technical language etc.
- Use the notes gathered to generate sentences about the two people (orally first then in writing)
- Develop understanding of tenses ensuring consistency throughout eg Christopher Columbus *is* an explorer v Christopher Columbus *was* an explorer

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| • Evaluate own writing with teacher/other pupils<br>• Re-read for sense and check that verbs that indicate time are used correctly including verbs in the continuous form<br>• Proof-read for errors in spelling, grammar and punctuation<br><br>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed. | • Play some verb tense games where children have to change regular and irregular verbs into simple past/present – what do they notice?<br>• Recap understanding of conjunctions to create compound and complex sentences<br>• For stretch, introduce the adverb 'However' to contrast ideas: Neil Armstrong travelled in a spacecraft. However, Christopher Columbus travelled by ship.<br>• Using leaflet from resource pack, write facts about both pioneers to produce own non-chronological report |

## English

*Write a diary entry from the perspective of one of the pioneers.*

| English Objectives | English Learning Sequence |
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| **Text Structure & Features**<br>• Become increasingly familiar with and retell a wider range of stories<br>• Draw on a wide range of stories and understand their features<br><br>**Language & Vocabulary**<br>• Discuss and clarify meanings of new words, making links to known vocabulary<br>• Use drama, and role play to identify with and explore characters<br>• Recognise and use simple recurring literary language in stories<br><br>**Grammar & Punctuation**<br>• Use expanded noun phrases<br>• Use subordination (as, when)<br>• Use co-ordination (and, so, but)<br>• Use sentences with different forms<br><br>**Plan, Draft, Edit & Evaluate**<br>• Plan/say aloud what they are going to write<br>• Write down key words/ideas/vocabulary | • Show children video clips and/or interviews with Neil Armstrong about his journey into space in 1969<br>• Discuss how you think he felt and what happened on the trip<br>• Remind children about features of diary (first person, insight into thoughts and feelings)<br>• Split the journey into key parts: before launch, during launch, flight and landing on the moon<br>• Role play each part and work together to generate ambitious vocabulary with reference to noun phrases, verbs and adverbs<br>• Create a large timeline of the journey across middle of table and children add their key ideas/words/phrases ready to support them with their diary entry<br>• Teacher to model each section in turn, ensuring they use an appropriate range of sentence types eg As the shuttle took off, it shook fiercely. When we landed on the moon, we planted a flag in the dusty ground.<br>• Explain that conjunctions not only extend our ideas and add information, but they make our writing flow better (cohesion) |

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| • Evaluate own writing with teacher/other pupils<br>• Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form<br>• Proof-read for errors in spelling, grammar and punctuation<br><br>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed. | |

## Science

*Look at exercise and nutrition, thinking about how they can stay fit and healthy.*

**Science Objectives**

**Working Scientifically**

- Ask and raise their own scientific questions
- Use first-hand practical experiences to find answers
- Gather and record data using diagrams, words and charts
- Perform simple tests
- Observe closely
- Discuss what they have found out
- Use simple equipment

**Scientific Knowledge**

- Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Understand that animals, including humans have offspring which grow into adults

**Science Learning Sequence**

- As a group, discuss what was in each other's lunchbox
- Sort foods into 'healthy' and 'unhealthy' categories, based on children's preconceptions and ideas
- Discuss importance of 'balance' and a balanced diet and create a class understanding of what a balanced diet is
- Explore different food groups and what each group does for our body (eg carbohydrates give us energy and protein helps us to repair)
- Apply scientific knowledge to creating a balanced lunchbox and present this in school assembly to educate all
- Describe the difference between being healthy and being fit / being old and young (focussing on how humans change over time)
- Explore ways to stay fit and play a number of games (eg Tig, hopscotch)
- Ask scientific questions during this activity (eg What do you notice about heart rate / other effects of exercise?)
- Record this information in simple chart
- Use scientific knowledge to create a leaflet for doctor's surgery

## History

*Compare the two pioneers, using a range of sources and looking for similarities and differences.*

| History Objectives | History Learning Sequence |
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| • Use a range of artefacts, pictures, stories and online sources to answer historical questions<br>• Understand different representations of the past by drawing comparisons<br>• Ask a wide range of questions about the past using parts of stories and sources<br>• Describe and understand the significance of historical events beyond living memory (nationally or globally)<br>• Describe key people from the past who have contributed to national and international achievements and understand their significance<br>• Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods<br>• Know about local historical events, people and places<br>• Use a wider range of historical vocabulary eg decade, century, source | • Recap what is meant by timeline (review Year 1 timeline and discuss each section on there)<br>• Pretend to dig up two time-capsules: one from 1492 and the other from 1969 (see Resource Pack)<br>• Hunt through clues found inside the capsules (clues about Neil Armstrong and Christopher Columbus eg dates, pictures, photos)<br>• Based on the information found in each capsule, generate historically-valid questions (eg Who does the ship belong to? Where is he travelling? When did this happen?)<br>• Using stories and sources, find out about the significance of Christopher Columbus and Neil Armstrong<br>• Whilst carrying out research, analyse similarities and differences and record these using leaflet resource<br>• Create a historical glossary to support understanding of new historical words (eg pioneer, voyage)<br>• Add Christopher Columbus/Neil Armstrong key events to timeline |

## Art

*Use paint to depict what the pioneers may have seen on their expeditions.*

| Art Objectives | Art Learning Sequence |
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| • In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns<br>• In painting, mix colours to make secondary colours<br>• In painting, add white to make tints and add black to make shades<br>• Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines<br>• Use correct artistic vocabulary eg tone, tint, shade<br>• Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials<br>• Describe differences and similarities and make links to own work<br>• Know about the work of a range of artists, craft makers and | • Observe a number of different lunar landscapes/ships at sea. Critique and record observations<br>• Experiment with pencil – focusing on new techniques of dotting/hatching to create a certain effect<br>• Experiment with using paint – focusing on use of white to lighten and black to darken colours<br>• Provide strip of images (lunar/marine) and using artistic knowledge, replicate images<br>• Evaluate work and annotate the similarities and differences |

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| designers | • Look at some paintings of lunar or marine images eg Ivan Konstantinovich Aivazovsky (Russian painter). What do they notice? What do they like/dislike?<br>• Recreate one of the paintings using skills taught with paint |

## D&T

*Research, design and make a space shuttle, using given design criteria.*

| D&T Objectives | D&T Learning Sequence |
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| • Design products for others and themselves that are purposeful, functional and appealing<br>• Generate, develop, model and communicate ideas through talking, drawing, templates and ICT<br>• Select from and use a wide range of materials and components according to their characteristics<br>• Select from and use a wide range of tools and equipment to perform practical tasks<br>• Evaluate own ideas and designs against given design criteria<br>• Explore and evaluate a range of existing products | • Research Apollo 11. Analyse structure, shape, and key features of the shuttle<br>• Create own rocket design criteria based on this research<br>• Select from a wide range of materials and components to solve the problem of getting the rocket to launch (eg balloons, pneumatic, springs)<br>• Create own rocket based on experimentation with materials and components<br>• Test and record effectiveness of rocket launch<br>• Evaluate effectiveness of their rockets and share most effective way of launching a model rocket |

## Computing

*Learn how to stay safe online, in the context of using the Internet to research.*

| Computing Objectives | Computing Learning Sequence |
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| • Use technology safely and respectfully keeping personal information private<br>• Identify where to go for help/support when concerned about content/contact on internet | • During whole class discussion, explain importance of not sharing with friends/strangers any personal information or passwords<br>• Discuss which devices the children use and what they use them for eg laptop, smart phone, tablet, X-Box<br>• Sort between incidents that happen online that need reporting / do not need reporting (eg Someone tried to talk to me, something popped up on my screen without me doing anything, I saw a mean comment) |

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| | • Create class rules for safely using material online. Include length of time, positive comments, reporting concerns etc. |