Sonar Curriculum

Y2 Time Travellers.2 Learning Sequence

Synopsis: Children draw comparisons between two significant people from the past eg Florence Nightingale and Mary Seacole. They find out more about each and look for similarities and differences.

In **Science**, children look at exercise and nutrition, thinking about how they can stay fit and healthy.
In **History**, children compare the two people, using a range of sources and looking for similarities and differences.
In **Art**, children use paint to depict a landscape.
In **D&T**, children research and design a product for others eg first aid box.
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 nurses – 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 nurses – Mary Seacole and Florence Nightingale)
- Share what is already known about Mary Seacole and Florence Nightingale
- Listen to/read further information about them from the internet and from books, checking understanding of any new vocabulary
- Discuss the sequence of events in the information read linking together relevant points and noting the similarities and differences between the lives and careers of the two nurses
- Recap features of non-chronological report: factual, headings, subheadings, appropriate technical language etc.
- Use the notes gathered to generate sentences about the two nurses (orally first then in writing)
- Develop understanding of tenses ensuring consistency throughout eg Mary Seacole *is* a nurse v Mary Seacole *was* a nurse

- Evaluate own writing with teacher/other pupils
- Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form
- Proofread for errors in spelling, grammar and punctuation

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?
- Recap understanding of conjunctions to create compound and complex sentences
- For stretch, introduce the adverb 'However' to contrast ideas: Florence Nightingale was born in 1820. However, Mary Seacole was born in 1805.
- Using leaflet from resource pack, write facts about both nurses to produce own non-chronological report

English

Write a diary entry from the perspective of one of the nurses.

English Objectives

Text Structure & Features

- Become increasingly familiar with and retell a wider range of stories
- Draw on a wide range of stories and understand their features

Language & Vocabulary

- Discuss and clarify meanings of new words, making links to known vocabulary
- Use drama and role play to identify with and explore characters
- Recognise and use simple recurring literary language in stories

Grammar & Punctuation

- Use expanded noun phrases
- Use subordination (as, when)
- Use co-ordination (and, so, but)
- Use sentences with different forms

Plan, Draft, Edit & Evaluate

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

English Learning Sequence

- Discuss what kind of work nurses do, relating to own experiences
- Use a range of sources to find out about what Mary Seacole and/or Florence Nightingale did
- Discuss how you think each felt doing their jobs
- Use role play/hot seating to explore life as either nurse
- Work together to generate ambitious vocabulary with reference to noun phrases and verbs
- Remind children about features of diary (first person, insight into thoughts and feelings)
- Use words and images to sequence a 'day in the life of' either nurse and orally prepare sentences eg *I have to travel a long way from Jamaica to London. I want to care for the wounded soldiers*.
- Explain that conjunctions not only extend our ideas and add information, but they make our writing flow better (cohesion) eg *I started work straight away when I arrived in London.*
- Write diary entry and share with class

• Evaluate own writing with teacher/other pupils • Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form • Proofread for errors in spelling, grammar and punctuation 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 (carbohydrates give us energy and protein helps us to repair etc)
- 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 a simple chart
- Use scientific knowledge to create a leaflet for doctor's surgery

History

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

History Objectives

- Use a range of artefacts, pictures, stories and online sources to answer historical questions
- Understand different representations of the past by drawing comparisons
- Ask a wide range of questions about the past using parts of stories and sources
- Describe and understand the significance of historical events beyond living memory (nationally or globally)
- Describe key people from the past who have contributed to national and international achievements and understand their significance
- Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods
- Know about local historical events, people and places
- Use a wider range of historical vocabulary eg decade, century, source

History Learning Sequence

- Recap what is meant by timeline (review Year 1 timeline and discuss each section on there)
- Dig up two time-capsules: one from 1805 and the other from 1820 (see Resource Pack)
- Hunt through clues found inside the capsules (clues about Mary Seacole and Florence Nightingale eg dates, pictures, photos)
- Based on the information found in each capsule, generate historically-valid questions (eg Who are these people? Where is this? When did this happen?)
- Using stories and sources, find out about the significance of Mary Seacole and Florence Nightingale
- Whilst carrying out research, analyse similarities and differences and record these in a leaflet
- Create a historical glossary to support understanding of new historical words (eg nursing, medical etc.)
- Add Mary Seacole/Florence Nightingale key events to timeline

Art

Use paint to depict a landscape.

Art Objectives

- In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns
- In painting, mix colours to make secondary colours
- In painting, add white to make tints and add black to make shades
- Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines
- Use correct artistic vocabulary eg tone, tint, shade
- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials
- Describe differences and similarities and make links to own work
- Know about the work of a range of artists, craft makers and

Art Learning Sequence

- Observe a number of different landscape paintings from the 1800s, ideally of England and Jamaica
- Critique and record observations. What do you notice about the colours? What can you see in the paintings?
- Experiment with pencil – focusing on new techniques of dotting/hatching to create a certain effect
- Experiment with using paint – focusing on use of white to lighten and black to darken colours
- Provide strip of images and using artistic knowledge, replicate images
- Evaluate work and annotate the similarities and differences

designers	

D&T

Research, design and make a product for others, using given design criteria.

D&T Objectives	D&T Learning Sequence
• Design products for others and themselves that are purposeful, functional and appealing • Generate, develop, model and communicate ideas through talking, drawing, templates and ICT • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate own ideas and designs against given design criteria • Explore and evaluate a range of existing products	• Look at a range of medical/first aid kids and discuss. What is inside? How are things organised? How is it useful for a user eg light, portable? • List qualities and discuss how they could design and make their own given criteria eg it must be light, portable, easy to open, organised into sections • Communicate ideas in a range of ways eg drawings, labelled diagrams • Work together to decide on materials to create a prototype medical box • Discuss best way to strengthen materials to ensure design is robust • Select from and use materials and components to make their product, evaluating and adapting throughout

Computing

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

Computing Objectives	Computing Learning Sequence
• Use technology safely and respectfully keeping personal information private • 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 • Discuss which devices the children use and what they use them for eg laptop, smart phone, tablet, X-Box • 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)

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