



**Griffin Primary School**



ICB: Medium Term Plan - 2017 - 2018

**Whole School learning theme: Life on Mars**

**Class ICB Learning Theme: Astronauts in training/Out of this world.**

**Term: Spring 1 and 2**

Year: 2		Class: Lion/puma	
Class Teacher: Jodie Wallbank/			
ICB Learning Journey			
	Key Focus	Additional Focus (Including personalisation, key groups and guidance for TAs)	Ongoing weekly focus (linked to data capture, marking and feedback)
Week 1	<p>Introduce new theme: Discuss the topic title and make predictions. Look at a range of images and videos about space and the solar system. Carry out pre-theme questioning.</p> <p>Present a ticket to the moon discuss how children should go about getting a ticket - what would they have to learn?</p> <p>Drama focus - Conscience alley - Would children travel to space? Why/why not?</p> <p>Inside out Friday: Create art work and 3d models of planets to transform the learning environment.</p>	<p>HOOKS / Theme introductions / doors and learning environments.</p> <p>Create question display &amp; topic title sheet in books using discussions had in pre theme questioning.</p> <p>Use sketches and papier mache to contribute to learning environment &amp; display.</p>	<p>Drama &amp; story-telling focus.</p> <p>Forest school/outdoor learning focus.</p> <p>Create a garden - growing food for astronauts. Children to keep a diary on the progress of their plants.</p> <p>Work gathered throughout half term to be used during class space video during the last week.</p>

<p><b>week 2</b></p>	<p>History focus - research and complete chronological timelines on developments in space within living memory.</p> <p>Music/English focus - Learn British council song/create acrostic poems as a way of remembering the order of the planets.</p> <p>Inside out Friday: Create a class project on the Solar system - Children to work in small groups on a single planet and present findings.</p>	<p>SMSC - Rights through stories</p> <p>Every teacher to facilitate one Outdoor 'low level' activity in each class.</p>	
<p><b>Week 3</b></p>	<p>History/ICT focus - Researching and retrieving information on a significant individual.</p> <p>English focus - writing up non-fiction reports on Tim peake.</p> <p>Maths Problem solving &amp; reasoning focus - children to respond to a request for a new space station.</p> <p>Inside out Friday - Alfresco Art (Forest School/creative activities. Details to follow)</p>	<p>SMSC - Rights through stories</p> <p>Every teacher to facilitate one Outdoor 'low level' activity in each class.</p> <p>Tell a story.</p> <p>Martin Luther King day.</p>	
<p><b>Week 4</b></p>	<p>Maths focus - Take part in astronaut training: problem solving &amp; resilience. Decode a message using the russian alphabet.</p> <p>Science focus - create menus including all 5 food groups.</p> <p>Inside out Friday: Children to create images of constellations using paint on black paper and</p>	<p>SMSC - Rights through stories</p> <p>Every teacher to facilitate one Outdoor 'low level' activity in each class.</p> <p>Tell a story.</p>	

	create music to accompany them. Map out 2d shapes using constellation images.		
<b>Week 5</b>	<p>DT focus - design &amp; make 3d models of rockets.</p> <p>Science focus - Forces investigation using models of rockets - focussing on push and pull.</p> <p>Inside out Friday: <b>Inside Out Friday: Story Swap (Maths and English-themed day. Details to follow)</b></p>	<p>SMSC - Rights through stories</p> <p>Tell a story.</p> <p>National story-telling week.</p>	
<b>Week 6</b>	<p>English/SMSC focus - writing a letter persuading the ISS that you would be an excellent astronaut, listing personal strengths and qualities as well as skills learnt throughout the topic.</p> <p>Celebration: Children to present final letters to other year groups.</p> <p>Inside out Friday – Science, create a bug hotel so that we can show an example of a microhabitat to aliens when we travel to space.</p>	<p>SMSC - Rights through stories</p> <p>Tell a story.</p> <p>Safer internet day.</p> <p>Answer questions set during the first week's learning, what have we learnt? What could the next step in our learning be? Discuss the next theme title.</p>	
<b>Week 7</b>	<p>Geography/English focus - compare environments between planets. Focus on climates &amp; geographical features.</p> <p>Science focus - the importance of plants in our environment and the impact on food chains.</p> <p>English focus - explain the importance of plants on Earth to an alien.</p>	<p>Link new topic title to previous theme - Astronauts are now extending their learning to outside of the Earth.</p>	

	<p>Inside out Friday – Start up our growing project - growing plants for astronauts to take to space - linked to forest school.</p>		
<b>Week 8</b>	<p>English focus - 'Come to tea on planet zum-zee' book. Children to read and design their own planet pizzas and then write a set of instructions.</p> <p>Inside out Friday- Create planet pizzas based on designs &amp; then complete pizza fractions investigation.</p>		
<b>Week 9</b>	<p>ICT focus - use paint to create images of a new planet in the solar system, save &amp; print.</p> <p>Drama/English - Role play how it might feel walking around the new planet &amp; write a descriptive poem.</p> <p>Inside out Friday- Maths focus - Estimating and weighing 'moon rocks' Positional &amp; directional language - plot and describe the journey of a rocket through a space chart. Counting in 2's, 5's and 10's using stars.aliens etc.</p>		
<b>Week 10</b>	<p>Preparations for news report on the discovery of a new planet: English focus - watch and discuss the purpose of a news report. Drama focus - roleplay to create a news report.</p> <p>Inside out Friday- World book day focus</p>	World Book day	
<b>Week 11</b>	Preparations for news report on the discovery of a new planet:	International women's day	

	<p>Music focus - create sounds that can be played in the background.</p> <p>Art focus - Create images that could be displayed in the background.</p> <p>Drama focus - roleplay to create a news report.</p> <p>Inside out Friday- Film news report to be presented to parents.</p>		
<b>Week 12</b>	<p><i>Exit Points / class celebrations / end of theme assessment - linking back to start - what do we know now? Can we answer any of our questions?</i></p> <p>Celebration: Presentation of news report video to parents.</p> <p><b><u>Children to receive their ticket to the moon as a reward for all of their hard work!</u></b></p>		

**GRIFFIN SCHOOL**  
**ICB Theme: Life on Mars!**

<b>Subject</b>	<b><u>Key Skills / Objectives - National Curriculum Content</u></b>	<b><u>Key Learning Experiences</u></b>	<b><u>Key Questions and Vocabulary</u></b>	
<p><b>English</b>  <b>(Reading, Writing GPS)</b>    <b>(S&amp;L and Drama)</b></p>	<ul style="list-style-type: none"> <li>• Writing for different purposes.</li> <li>• Writing about real events.</li> <li>• Writing poetry</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Drawing on what they already know and background</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Write non-fiction reports on Tim Peake.</li> <li>• Write questions and statements.</li> <li>• Write a letter to persuade that they will be a good astronaut.</li> <li>• Write descriptions of the environments on contrasting planets.</li> <li>• Write an explanation of the importance of plants on Earth.</li> <li>• Create instructions for planet pizzas.</li> <li>• Roleplay and retell a story.</li> </ul>	<p>Key Vocab:  fiction, non-fiction, purpose, features.</p>	<p>Key Questions:  What is the purpose of the text? What should it include? How can we record what we have learnt?  How can you check your work makes sense?  How is this text type different from others?</p>

	information provided by the teacher.	<ul style="list-style-type: none"> <li>Use role play to create a news report.</li> </ul>		
<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting forwards and backwards from a given number.</li> <li>Choose and use appropriate standard units to measure.</li> <li>Estimate using different representations.</li> <li>Identify 2D shapes.</li> <li>Solve problems with addition, subtraction, multiplication and division.</li> <li>Recognise, find, name and write fractions.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Solve word problems in context during Inside out Fridays/Astronaut training. .</li> <li>Estimate and measure during DT and science sessions</li> <li>Use positional &amp; directional language.</li> <li>Identify 2d shapes within constellations.</li> <li>Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{3}</math> using pizza fractions.</li> </ul>	<p>Key Vocab:</p> <p>counting, problem solving, total, operation, weigh, measure, fractions, position &amp; direction, 2d shapes.</p>	<p>Key Questions:</p> <p>How can we sue what we know to solve problems?          What skills have we learnt that might help us?          Why are our maths skills helpful here?</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Create basic food chains.</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Grow their own plants and understand what they need to grow.</li> <li>Keep a diary charting progress of plants.</li> <li>Discuss the importance of plants on Earth - focussing on food chains.</li> <li>Compare the environment on Earth with other planets, focussing on habitats.</li> </ul>	<p>Key Vocab:</p> <p>plants, animals, habitat, food chain, grow, environment, forces.</p>	<p>Key Questions:</p> <p>What do animals/plants need to survive?          How does the Earth's environment help plants to grow?          Why are plants important to food chains?          Which force are we using to propel our rockets?</p>

<b>Art/DT</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Design, make &amp; evaluate.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Create 3d models of rockets.</li> <li>Create planet pizzas.</li> <li>Create constellation images using paint.</li> <li>Create models of planets using papier mache.</li> </ul>	<p>Key Vocab:</p> <p>design, create, materials, imagination, observe, sketch, model.</p>	<p>Key Questions:</p> <p>Which materials should you use and why?  What is sketching?  What is an observation?  Why do we design and evaluate?  How can we make sure these models are to scale?</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Create music to accompany pieces of art that creates a mood.</li> <li>Create music to accompany a news report.</li> </ul>	<p>Key Vocab:</p> <p>song, poetry, rhythm, clap, instruments, sounds, beat.</p>	<p>Key questions:</p> <p>How does the music make you feel?  What type of music would you create to accompany this?  How can you perform with meaning?</p>
<b>History</b>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Research and write a chronological timeline of key events in space.</li> <li>Write a non-fiction report on Tim Peake.</li> </ul>	<p>Key Vocab:</p> <p>sources, information, chronological, significant, impact.</p>	<p>Key questions:</p> <p>How do we know this information?  What is a source?  Why are these people significant?  Why are these events significant?  What does the term chronological mean?  What is the job of a timeline?</p>

<b>Geography</b>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:</li> </ul> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe and compare the environments and geographical features of our planet with others in the solar system. .</li> <li>Use aerial maps &amp; satellite images to compare.</li> </ul>	<p>Key vocab:</p> <p>Maps, environment, climate, landmarks, compare, aerial, satellite.</p>	<p>Key questions:</p> <p>How are these planets different?</p> <p>How can you compare their climates?</p> <p>How are their geographical features different?</p> <p>What can we use to see what these places look like now?</p>
<b>ICT/Computing</b>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use paint to create images.</li> <li>Save &amp; print their images.</li> <li>Use ICT to retrieve information on the history of space and significant space travellers.</li> </ul>	<p>Key Vocab: save, retrieve, print, read, record.</p>	<p>Key questions:</p> <p>How can you save what you have taken?</p> <p>Can you retrieve your work so that it can be used?</p> <p>What information have you found?</p> <p>How can you record what you found?</p>
<b>Dance/P.E/ Sport</b>	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Use their bodies to create movement patterns that imitate those of astronauts during roleplay.</li> </ul>	<p>Key vocab: Move create, shapes, copy.</p>	<p>What do you notice about how the astronauts are moving?</p> <p>Why is that?</p>

				How can you use your body to move in that way?
<b>SMSC / PATHS / RRS links</b>	<ul style="list-style-type: none"> <li>• What qualities should an astronaut have?</li> <li>• Why would you be a good astronaut?</li> <li>• What are your strengths?</li> <li>• How does our environment impact our lives?</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Children will identify what makes a good astronaut and reflect on their own strengths during astronaut training.</li> <li>• Understand the importance of the Earth's environment and how it affects us.</li> </ul>	Key vocab: Strengths, qualities, environment, impact.	<p>What strengths should astronauts have?</p> <p>What qualities do you have that would make you a good astronaut?</p> <p>How does the environment impact on you?</p>