

**That's Incredible – Long term plan and skills progression**

**Year 2, Summer Term**



What is the first activity? – mind map homework to generate initial knowledge, interest and areas to research. This will be reviewed at the end of the topic.

Week 1: KW grid before the topic is filled in as a class ('What I know/Would like to know')

End of Topic: Fill in KWL to review final learning outcomes.

Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Key learning	<b>Pre structural</b> No real understanding of topic, fails to grasp concept	<b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge	<b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning	<b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	<b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions
	To know that there are many incredible people, places, events and things in our world to celebrate and find out about.	To be able to identify some of the incredible people, places, events and things and research similarities and differences.	To use some the researched information to create a poem/letter/recount	To apply prior learning to understand facts and write a story/poem/letter/recount (with less support & input required).	I can reflect on and consolidate all of the information I have learnt about incredible people, places and events and can communicate confidently about the royal family, castles and the Olympics with a particular focus on their history. This will include:
Attainment					
(Music) Listen with understanding to a range of high-quality live and recorded music.	I can listen with concentration and enjoyment to a collection of medieval classical musical pieces.	I can name some of the great composers from the medieval period linked to the musical pieces I've listened to.	I can talk about the musical pieces make me feel especially in relation to medieval period and I can share my preferences.	I can discuss similarities and differences between the most famous pieces.	<b>Writing:</b> A letter to the queen, a factual leaflet about Warwick castle and life in it,  <b>Music-</b> I can make links with my own experiences of creating and combining sounds and how the medieval music helps with expressive dance.
(DT) Design and make a castle front & drawbridge	I know some of the key features of a castle and how a drawbridge works.	With support I can follow a simple plan to make a castle front and drawbridge.	I can add more design features to improve the initial design e.g. string and fasteners for more stability.	I can experiment with different drawbridge designs to improve efficiency and stability – e.g. type of lever, material of bridge, rope & fastenings (plan, do, review).	<b>DT</b> – I will hypothesise on efficiency of different designs and find out results of which is the strongest drawstring bridge?
(ICT) Use technology purposefully to create, organise and retrieve information	I can choose a famous Olympian and research digitally about their event and success.	I can digitally research the history of the Olympics and find out about a chosen event and all the competitors of that sport.	I can make a 3 slide ppt with support to present my famous Olympian and explain their event	I can create a more complex ppt presentation with up to 5 different layout slide designs and images added.	<b>ICT</b> - I can create a more complex ppt presentation with up to 5 different layout designs and animations added to each slide.

(History) Order events on a timeline and know how specific things have changed over time	I know that the queen is part of the monarchy and understand some of her roles.	I can name members of the present royal family; and know their position within the royal family tree.	I can name members of the royal family both <b>past</b> and present, know who they are related to and their roles.	I can order key events in the queen's timeline since her coronation.	<p><b>History</b> – I can produce a timeline to show key events in the queen's life and talk about how successful she has been in her role making comparisons to life before she became queen.</p> <p><b>Geography</b> – I can make links with life in Bo to Gambia and the story 'One plastic bag', and share my knowledge of how we can help the world be more economically friendly with recycling etc.</p> <p><b>ART</b> – Look closely at how to show movement in stick figure drawings. <a href="https://artprojectsforkids.org/how-to-draw-like-giacometti/">https://artprojectsforkids.org/how-to-draw-like-giacometti/</a> And compare experiences, ideas and work with British artist Anthony Gormley <a href="https://www.antonygormley.com/">https://www.antonygormley.com/</a></p>
6.(Geography) Understand geographical similarities & differences by comparing the local area to Bo in Sierra Leone Africa.	I know where Warwick (local area) is and I can point out human and physical features (castle, park, church) that are different to features in Bo, Sierra Leone.	I can use simple compass directions to describe the location of human and physical features on a map of Warwick and compare with a map of Bo, Sierra Leone.	I can research what it is like to live in Bo, Sierra Leone and understand that I live a very different life to children in Bo.	I can highlight the similarities and differences of how we live to life in Bo- clothing, weather/seasons, food and schooling.	
7.(Art) To develop sculpture techniques and learn about a range of artists	I know how to draw stick figures linked to sculpture pieces by Giacometti	I have researched a variety of Giacometti's sculpture work and understand how to show movement through considering body positions.	I can use my knowledge of Giacometti and his work to help me create my own stick figure sculpture out of tin foil & pipe cleaners based on an Olympic sport.	I can evaluate my artwork-I can discuss how successful it is at demonstrating an Olympic sport and what I would change to improve the sculpture in the future.	

### Special events throughout the topic

Visit to Warwick Castle, Celebration of Day of the African Child, Year 2 Mini Olympics event at All Saints School, Marathon Kids Festival of Running & trip to St Nicholas park-Warwick.

### Vocabulary –

Building -Warwick Castle battle, building, castle, drawbridge, fight, knight, portcullis, protect, ramparts, sword, turret, battlements.

Person - The Queen beefeater, Buckingham Palace, capital city, famous, King, London, palace, Prince, Princess, Queen Elizabeth II, The Royal Family, throne, crown.

Place – Bo, Sierra Leone Africa, Continent, Day of the African Child, 'Send my friend to school', partner school, share, world.

Event – The Olympics athlete, competitive, event, fitness, Greece, incredible, medals – bronze, silver, gold, Olympics, sport, training, winner, Olympic rings, torch.

Refer to Official website to find out more info re: Olympics : <https://www.olympic.org/>

Refer to <https://www.royal.uk/> for all official information re: The Royal Family