Sonar Curriculum

Y2 Around The World With The Three Bears Learning Sequence

Synopsis: Children focus on a traditional tale and consider how, for example, *Goldilocks and the Three Bears* would change if Goldilocks were good, and the bears were bad. They then write their own traditional tale with a twist. The children also explore the idea of the bears going on holiday. They recount the bears' experiences and write a non-chronological report about one of the destinations they visit.

In **Science**, children investigate plants, thinking about adaptation to different environments.
In **Geography**, children develop their atlas skills to identify continents and countries.
In **Art**, children use textiles to stitch holiday clothing.
In **D&T**, children design a healthy menu for locations around the world, considering where food comes from.
In **Computing**, children debug problems in specific program.

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

English

Retell a traditional tale with a twist (goodies to baddies).

English Objectives

Comprehension

- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Take turns in high-quality discussions about what they have heard/read

Word Reading

- Read words containing common suffixes

Grammar & Punctuation

- Use past/present tense consistently
- Use apostrophes for contracted form
- Use sentences with different forms

English Learning Sequence

- Read a range of fairy stories and traditional tales – independent, paired, guided and shared reading according to ability and texts available
- Discuss the stories - which are their favourites and why, what are the similarities and differences between the stories?
- List goodies and baddies from each eg wicked witch, wicked stepmother, big, bad wolf
- Generate a list of good and bad character traits to develop ambitious vocabulary (noun phrases with high-level adjectives, verbs, adverbs)
- Play *Show Not Tell* – give children an adjective/adverb and they act it out
- Children then write a sentence to demonstrate the adjective/adverb without using it eg She stomped up the stairs,

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

Language & Vocabulary

- Use suffixes to form and modify nouns, adjectives and adverbs

Plan, Draft, Edit & Evaluate

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

Transcription

- Add suffixes -ment, -ness, -ful, -less, -ly

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.

flung open the bedroom door and slammed it behind her (angry, angrily)

- Re-read the story of *Goldilocks and the Three Bears,* or another chosen tale, and embed plot by retelling the story orally and by acting it out
- Character study of Baby Bear and Goldilocks – collect noun phrases and verbs
- Consider how the tale would be different if the bears were bad and Goldilocks were good
- Share writing example of tale with a twist (from resource pack) or other available texts
- Children plan their version orally, making notes of key words and phrases and use story mountain to support
- Model and write own version of tale with twist, ensuring tense is consistent throughout

English

Write a non-chronological report about one of the bears' destinations.

English Objectives

Comprehension

- Retrieve and record information from non-fiction books that are presented in different way
- Draw on what they already know or on background information and vocabulary provided by the teacher

Text Structure & Features

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

English Learning Sequence

- In Geography, choose one of the destinations to focus on eg Edinburgh
- Discuss what they know already about the destination noting key facts, for example Scotland, capital, castle
- Generate questions to answer about chosen destination eg
- What is unique about it? What do we know about the buildings?
- Use videos, internet and books to find out as much as possible about destination, recording key words and notes
- Check understanding and knowledge of what they have read by asking them to share something new they have learnt

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
- 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
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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.

- Recap features of non-chronological report: present tense, factual and organisational features
- Rehearse writing simple, compound and complex sentences using range of conjunctions
- Use writing example of non-chronological report, children plan and write their own report

Science

Investigate plants, thinking about adaptation to different environments.

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

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Science Learning Sequence

- Observe plants from around the world and using prior knowledge, decide where they could grow and why
- Explain that the three bears have brought seeds from their travels and would like the class to grow them
- Scientific question - 'What does a seed need to grow?'
- Set up class test and discuss how to do this. Explore the different variables to be tested – importance of light, water, temperature, soil etc.
- Discuss importance of the same seed – the constant (eg cress)
- Provide a daily grid to record findings
- Conclusion – once test has been completed and enough data gathered, establish what conditions are needed for successful growth of seeds
- Link findings to plants around the world – would the same conditions work for all plants? Record this class debate

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Geography

Develop their atlas skills to identify continents and countries.

Geography Objectives

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas
- Use world maps, atlases and globes
- Use simple compass directions and locational language to describe the locational features and routes on a map
- Use aerial photos and plans to identify features, human and physical
- Devise simple maps and create a key using symbols
- Develop geographical vocabulary
- Locate and name hot and cold areas in the world using atlases and globes in relation to Equator and the North/South Poles
- identify daily weather and seasonal weather patterns in the UK
- Identify similarities/differences in physical/human geography between an area of the UK and non-European area

Geography Learning Sequence

- Recap continents, oceans and countries of the UK
- Children receive a letter from a travel agent about the bears' trip around world
- Use a class map to track the bears' journey across three different locations, for example: 1) UK and capital cities (Edinburgh) / 2) European country/city (Madrid) / 3) Non-European (Florida)
- Use a range of geographical skills across each of the three journeys, to predict where the bears are (eg aerial photos, maps, images of human/physical geography)
- Compare human and physical geography of each location, using geographical language and record this

Art

Use textiles to stitch holiday clothing.

Art Objectives

- In textiles, weave and join materials using glue or stitch
- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials
- Use correct artistic vocabulary
- Describe differences and similarities and make links to own work

Art Learning Sequence

- Consider type of clothing that is needed for different holidays (What would you pack if you were going somewhere hot versus somewhere cold?)
- Analyse how own clothes are made/materials used and the type of stitching
- Using swatches of materials, practise the basic running stitch
- Look at different famous clothes designers and design items of clothing for their favourite teddy (or the teacher's favourite teddy)

	• Make this item of clothing and evaluate effectiveness once complete • Celebrate and critique during a teddy bear fashion show and link their designs to work of a famous designer

D&T

Design a healthy menu for locations around the world, considering where food comes from.

D&T Objectives	D&T Learning Sequence
• Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	• Look at a range of menus from around the world – where do you think this menu has come from? • Review and recap on what is meant by a balanced diet and match food group to function • Choose a menu from around the world and replicate some key dishes – focusing on cooking styles eg boiling rice • Use a tasting session to evaluate the dishes

Computing

Debug problems in specific program.

Computing Objectives	Computing Learning Sequence
• Understand what algorithms are • Understand how algorithms are implemented as programs • Understand that programs execute by following precise and unambiguous instructions • Use logical reasoning to predict the behaviour of simple programs Create and debug simple programmes	• Discuss task of creating a simple program that achieves a specific purpose • Create sequence of command to achieve movement of robot/online screen character • Model how to identify and correct some errors in code • Use a series of cards or written instructions to plan and/or record the sequence of instructions • Share the precise language needed (eg forward, backward, right, left, turn, angle) • Evaluate sequences of commands given in order to resolve any errors (debug)

	• Talk about and demonstrate how everyday devices can be controlled through the use of remote control (eg TV, DVD, cameras, projectors, automated doors and screens)