Ambition – Community - Equality

Topic: Why Should I Go To Sheldon?
Year Group: 2   **Term: Autumn 1 and 2**
Ambition: To know about jobs in our local community
Community: To know the local community has changed over time (The Radleys and Elms Farm Primary School) Learn about local landmarks and visit them To know that Sheldon is a diverse community
Equality: To know that all members of our community should be treated equally

Links to Prior Learning

Y1 – human and physical features of a city	Y1 – sorting items into now and in the past	Y1 – using beebots	Y1 – making pictures with moving parts

Writing Opportunities Through Topic Lessons

A1 Independent hot task – Geography - Recount: A walk around Sheldon	Write a report about landmarks and historically significant people in the city of Birmingham	Write a letter to invite a guest to speak about the local area	A2 Independent hot task - Geography/community Letter: A letter to persuade children to come to our school
List of landmarks in the local area (map key)	Write a report: Sheldon past and present	Lowry: How did he become an artist? (information writing)	RE Ed. Visit follow up: Pic collage and pupil voice

Key Texts

Six Dinner Sid Inga Moore	Dogger Shirley Hughes	My Name is Bob James Bowen	Meerkat Mail Emily Gravett
Lost and Found Oliver Jefferies	Voices in the Park Anthony Brown	The Children's History of Birmingham Mandy Ross	Heard it in the Playground (poetry)
The Day the Crayons Quit Drew Daywait	George's Marvellous Medicine Roald Dahl	George's Marvellous Experiments	Down Behind the Dustbin Michael Rosen

Vocabulary

History
before, after, past, present, then, now, compare

Geography
human, physical, feature, airport, factory, farm, area, local, sketch map, symbol, key, landmark, plan view, vegetation, city, area

Art
modern, matchstick, tone, line: sharp, thick, thin, blurred, smudge, landscape, shadow, grades, dark, light, shape, detail, viewfinder

DT
sturdy, stable, framework, movement, structure, weak, strong, on top of, underneath, side, edge, surface, thinner, thicker, corner, point, symmetrical, straight, curved

Computing A1
Effects, lighting, framing, landscape, portrait, positioning, subject

Computing A2
Sequence, unambiguous, predict, code

Projects

DT project:
Make a prototype of a playground to go in the local park

Art project:
Drawing a urbanscape in the style of Lowry

Computing Project:
A1 Teach Computing Creating media – Digital photography
Geography
Photographs of local landmarks
A2 - Teach Computing Programming A – Robot algorithms

Geography fieldwork
Is litter a problem in our area?

Concrete Knowledge

History
- Know the main differences between their school days and that of their grandparents
- Know how the local area is different to the way it used to be in the past
- Know about a significant historical event, person and place in their own locality

Geography
- Know: airport, factory, farm and house (fieldwork)
- Know that Sheldon is in Birmingham and that Birmingham is a city in England
- Geography Ed. Visit follow up: Make a map of the local area and identify local landmarks

Art
- Know that Lowry drew urbanscapes with simple colours and matchstick people
- Know that different grades of pencil create different tones of darkness

D&T
- Know about the simple working characteristics of materials and components (pipe cleaners, straws, card, paper, sticky tape, blue tac and split pins)
- Know how freestanding structures can be made stronger, stiffer and more stable

D&T – Food
- Know what a healthy diet is (Science)

Skill Progression

History
- I can find out something about the past by asking questions and talking to an older person
- I can answer questions by using a specific source, such as an information book

Geography
- I can identify local landmarks by looking at aerial photographs and plan perspectives
- I can locate landmarks on local area maps (airport, factory, farm, office, *house*, town, *forest, vegetation and soil*)
- I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area)

Artistic Elements:
Line and Tone
- I can use different grades of pencils to create a different tones of line
- I can use charcoal/ pencil with control to create thick and thin lines
- I can use 'smudging' with charcoal
- I can use a viewfinder to focus on the section that I want to draw
- *I can use a piece of artwork as a starting point (Lowry)*

DT: evaluate
- I can make simple judgements about my product and ideas against design criteria and suggest how it could be improved
- I can evaluate existing products by saying what I like and dislike about them, who and what the product is for, how the product works and how and where they might be used
- I can identify what materials products are made from

DT: design
- I can describe who and what my product is for
- I can say how I will make my product suitable for the user
- I can use my knowledge of existing products to help come up with my own ideas and develop these through talking and drawing I can use given design criteria to develop my ideas
- I can model ideas by exploring materials and components and construction kits and by making a mock-up

DT: make
- I can plan by suggesting what to do next
- I can select from a range of tools, materials and components according to their characteristics (pipe cleaners, straws, card, paper, sticky tape, blue tac and split pins) and explain my choices
- I can assemble, join and combine materials and components
- I can measure, mark out, cut and shape materials and components (using a ruler to the nearest centimetre)

Computing project A1 - Teach Computing
Creating media – Digital photography
Geography
Photographs of local landmarks

- **I can take photos in a portrait and landscape format and explain why a photo looks better in this format**
- **I can identify what is wrong with a photograph and improve a photo by retaking it**
- **I can explain why a picture may be unclear**
- **I can explore the effect that light has on a photo**
- **I can recognise that images can be changed**
- **I can use a tool to achieve a desired effect**
- **I can apply a range of photography skills to capture a photo**
- **I can identify which photos are real and which have been changed**
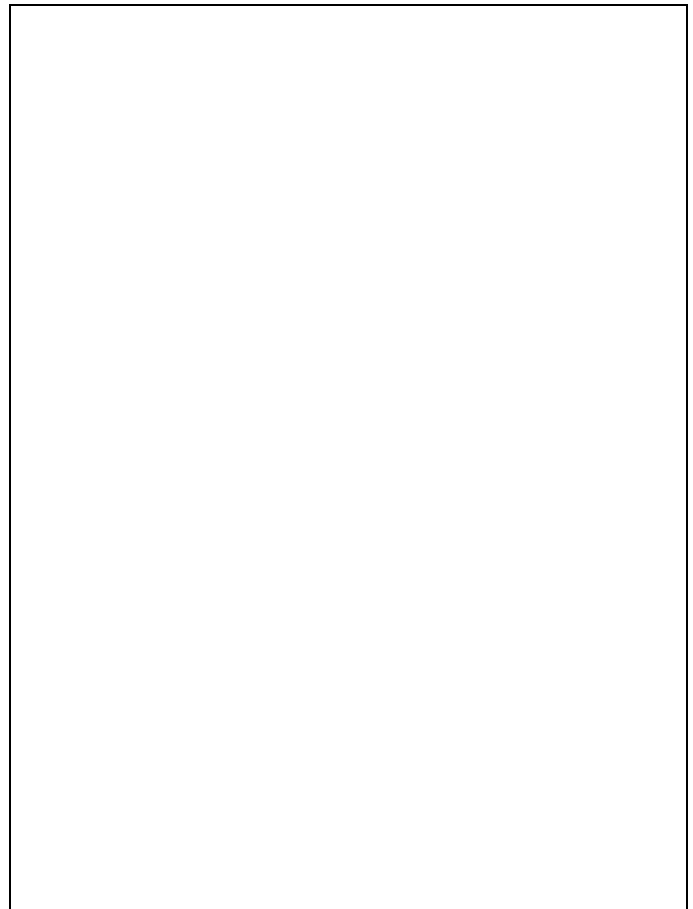-

Computing project A2 – Teach Computing
Programming A – Robot algorithms

- **I can follow a sequence.**
- **I can predict the outcome of a sequence.**
- **I can use an algorithm to program a sequence on a floor robot.**
- **I can create an algorithm to meet my goal**

I can test and debug each part of the program

Geography fieldwork	
Question	**Is litter a problem in our area?**
Data collection	**Visit farm, airport and local houses. Look at litter at each of these points. Collect data using a tally chart and photograph each location**
Present data	**Present data as a sketch map with key e.g. colour coded for litter example; red more than 20 pieces of litter** **Orange 10-20 pieces of litter** **Green- 0-10 pieces of litter**
Skills	• **I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area)** • **I can locate landmarks on maps (airport, farm house)** • **I can identify an airport, house and farm when on fieldwork**
Oracy	**Discussion of findings**

Science, Music, R.E., PSHE and P.E. units

Science **Living things and their Habitats**		**Music** **A1 Musical me**	**Music** **A2 Christmas Production** **Singing focus**
R.E. **A1 Living by rules** **Being temperate, exercising self-discipline and cultivating serene contentment**	**R.E.** **A2 Being regardful of suffering** **Sharing and being generous**	**PSHE** **A1 Me and my relationships**	**PSHE** **A2 Valuing difference**
P.E. **Coach:A1 Fundamental Skills (Agility, Balance and co-ordination)** **CT: Invasion games**	**P.E.** **Coach:A2 Dance** **CT: Yoga**	**E-safety** **A1 Self-Image and Identity** **Online relationships**	**E-safety** **A2** **Online reputation**

Maths in Context

Measuring with a ruler in DT to make a playground (longer/shorter – comparison vocabulary)	**Directional language during fieldwork**	**Shape vocabulary when making a playground (edges, vertex, shape names)**	

Cultural Capital

Self-control and self-discipline	**Adaptability & Resilience**	**Taking responsibility**	**Self-reflection**
Our place in the world	**Ambition**	**Care and respect**	**Appreciation**
Livelihood	**Communication**	**Cultural diversity and equality**	**Technological advancements**

Cultural and Artistic Icons

Lowry	Pieter Bruegel the Elder	Duran Duran	UB40
Electric Light Orchestra	Simon Cowell	Orlando Bloom	Jemelia

Health Education, Money Management, Environmental Education

Looking after our community discussion	Jobs in our local community discussion		

Rights Respecting

Article 15: Every child has the right to meet with other children and to join groups and organisations	Wider links 31. Leisure, play and culture	Wider links 29. Goals of education	Wider links 30. Right to practice your own culture

Enrichment experiences and Community Involvement

Invite a visitor in so that the children can ask questions about the history of Elms Farm and The Radleys	Walk around the local area to draw local landmarks and learn about its human and physical features	Christmas play performance	Trip to St. Thomas' Church to learn about the nativity

Supporting Texts

Illustrated Children's Atlas of Britain and Ireland, Straun Reid

Children's History of Birmingham, Mandy Ross

National Geographic: Town and Country

In the City, Sally Hobson

How to Build A City, Isabel Otter

Local Leaflets and brochures

Flat Stanley, Jeff Brown

Bug Club:

City Kids Detective Agency, Jem Packer

City Shapes and other Poems,