



Year 2

What has made the greatest difference?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Launch:

Launch 1

Children to make individual models of Concorde/Rolls Royce and to send out invitations to our first gallery to showcase our work

Launch 2

Children to design and build a house to meet certain criteria

Landing: (Purpose and authentic audience)

Landing 1

Assembly for parents – sharing with parents and the other Year 2 class the vehicles that they have made and what has been learned during the topic.

Landing 2

Burning down the houses made to recreate the Fire of London

Children's questions:

Why is Concorde/Rolls Royce famous?

Why is our class named Concorde/Rolls Royce?

What was the Fire of London?

How did it start?

Experiences to engage and inspire (trips, visitors etc):

Pilot and chief engineer from Concorde coming in to watch our show and look at our model planes

Fire safety visit from fire fighters

Visit to Tynesfield House to explore different inventions from the Victorian era

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

Write our own fairy tales in the style of the Three Little Pigs
Produce a diary as if we were alive during the Fire of London
Write a report about the different inventions that took place during the Victorian era
Write letters to our guests to thank them for coming to our events
Develop our vocabulary to make our work more interesting

As Mathematicians we will:

Identify place value
Compare, order and count numbers
Problem solve
Measure using standard and non-standardised units
Develop effective methods for addition and subtraction

As Historians we will:

Understand why Concorde/Rolls Royce are significant and their links to Bristol
Look at how transport has changed over time
Explore the events that led up to the Fire of London and try to establish how and why the fire started/spread
Identify how fire safety has improved in the present day compared to in the 1600s
Sequence a series of events to start to get a sense of chronology
Research when certain inventions were first made and how impactful they were to use (especially in terms of communication)
Look at artefacts from the Victorian era and establish what they might be and how they were used

As Musicians we will:

Learn the difference between pulse and rhythm
Recognise and continue simple patterns
Compose and perform a rhythmic ostinato
Read and perform a four bar notated rhythm

As Designers we will:

Design and make a model plane/car using prescribed techniques
Make choices about which materials we use and explain why we have chosen them
Talk about how closely our finished products meet our design criteria
Use a range of materials to build houses then evaluate the suitability using the correct terminology (opaque, absorbent, etc.)
Demonstrate a range of cutting techniques, such as gluing, taping or creating hinges
Measure and mark out lines
Demonstrate a range of cutting and shaping techniques, such as tearing, cutting, folding and curling

As Scientists we will:

Classify and group a range of materials based on their properties
Ask questions and recognise that they can be answered in different ways
Identify common features between different materials
Perform tests to determine the suitability of materials to perform a simple function