

		<h3>What makes Bristol Brilliant?</h3> <div></div>		<div>Learning Journey</div> <div>Engaging</div> <div>Authentic</div> <div>Rigorous</div> <div>Nova Curriculum</div>
Year 2	Term 3 & 4		Big concept: Legacy and Community	
Overview: <p>This enquiry enables learners to learn about their local area of Bristol and explore why Bristol is a great city to live in. It looks at the famous Clifton Suspension Bridge created by Isambard Kingdom Brunel, the River Avon and the places it connects and other reasons why Bristol is brilliant. Our enquiry over the two terms have a geographical focus and will provide opportunities for children to develop their understanding of the United Kingdom and how to locate Bristol and its landmarks on a map. Year 2 will also be developing map skills and exploring ordinance survey maps, using compasses and learning to directional language. Our learning is building towards creating our own maps of the school grounds and surrounding areas in Shirehampton. We hope to have the opportunity to visit The SSGB for a guided workshop and tour and learn more about when and how it was built and why the ship is so special.</p> <p>In term 3 learners will be artists and will develop techniques in colour, tone and texture to plan and create a local landscape painting. In term 4 year 2 will be engineers and designing, making, evaluating and improving bridges, using Brunel’s Clifton Suspension Bridge as inspiration.</p> <p>Class texts have been chosen to enrich children’s learning, encouraging children to make links with their reading and wider curriculum learning. For example, after reading ‘Goram and Ghyston The Bristol Giants’ by Oliver Rigby we will explore the River Avon and the different places it connects.</p>				
Learning links (previous learning):			Celebrating diversity and inspirational People:	
Learning about the four countries within the UK and building on knowledge of Bristol in Victorian time period from T1/2 LOE ‘What was it like to live in the Victorian times?’. Building on Year 1’s Water unit where children learned about history of Bristol harbour side, Matthew & SSGB ships and John Cabot.			Isambard Kingdom Brunel Su Williams	
Launch and Landings			Experiential learning opportunities:	
Launch: Researching Bristol landmarks and designing a postcard using watercolour paints to detail with colour. Landing Term 3: Children will perform a show explaining what makes Bristol Brilliant. Landing Term 4: Children will be planning and recording game show videos to showcase their learning in small groups.			SSGB workshop and tour.	

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry	
History – Brilliant Bristol	DT – Materials
<p>As historians we will develop history enquiry skills and develop knowledge about the history of Bristol, including significant figure Brunel.</p> <p>What makes Bristol brilliant? (to include study of Brunel and the history of famous landmarks in Bristol. Study of local history in Shirehampton)</p> <ul style="list-style-type: none"> • Historical knowledge, chronological awareness, historical enquiry – changes in the local area, significant historical events, people and places in their own locality - Brunel and landmarks in Bristol • To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence • Children can express how and why changes have happened within living memory. • Children can express how and why changes have happened beyond living memory. • Ask and answer relevant questions (why, what, who, how, when) related to different sources and objects and use answers to make comparisons to their own experiences (continuity and change). <p>Vocabulary - Chronological order, era, period, reign, hundreds of years ago, same, different, similar.</p> <p>Key dates: Clifton Suspension Bridge built in 1831</p>	<p>As Designers and Engineers we will create our own Clifton Suspension Bridge.</p> <ul style="list-style-type: none"> • Explain what they are making and which materials they are using. • Design products that have a clear purpose and an intended user. • Use pictures and words to convey what they want to make. • Make products, using a range of tools to cut, shape, join and finish. • Say what they like and don't like about their product and explain why. • Talk about how closely their finished product meets their design criteria. <p>Use a range of materials to create models</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, nailing and gluing to strengthen products. • Explore and use mechanisms in their products. <p>Vocabulary: materials, design, purpose, user, tools, cut, shape, join, finish, criteria, like/dislike, evaluate, improve.</p>
Geography	Art – Textiles/ Collage
<p>As geographers we will develop our geography knowledge of maps, atlases and globes to identify countries and cities within the UK</p> <ul style="list-style-type: none"> • Children use maps, atlases and globes to name and locate of countries and cities within the UK. Where is Bristol? • Children use maps, atlases and globes to name and locate oceans and seas around the UK. Where is Bristol? • Describe human and physical features of familiar environments - what are Bristol's landmarks? 	<p>As Artists we will create landscape paintings linked to Bristol.</p> <ul style="list-style-type: none"> • Discuss landscape paintings and techniques used by a range of artists • Learn about and create a colour wheel https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ • Experiment with colour mixing using watercolour paint • Explore the properties of different types of paint when colour mixing • Experiment with different brushes and painting tools • Experiment with tone to show 3D objects

<ul style="list-style-type: none"> Describing natural and man-made features in familiar environments. What materials have been used to construct our historic town, Shirehampton? Use simple compass directions (North, South, East and West) and locational and directional language. Use an ordinance survey map to locate human and physical features and landmarks in the local area. Use coordinates and a key on a map. Design a map of the school grounds and surrounding area. <p>Vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper, landmark, map, United Kingdom</p> <p>Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment</p>	<p>Key Artists: Su Williams, Susie Ramsay, Sarah Flo, Van Gough, Monet</p> <p>End piece: Create a local landscape painting using taught techniques in colour, tone and texture.</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts:</p> <p>Term 3:</p> <ul style="list-style-type: none"> Sophie's Sprite Adventure Fortunately the Milk by Neil Gaiman <p>Term 4:</p> <ul style="list-style-type: none"> The Magic Shell Should they hire a Monster? Tin Forest by Helen Ward and Wayne Anderson Goram and Ghyston the Bristol Giants by Oliver Rigby 	<ul style="list-style-type: none"> Money Multiplication and Division Length and Height Mass, Capacity and Temperature Mastering Number Programme

As writers we will: <ul style="list-style-type: none"> • Write meeting tales about sprites • Writing reports about mythical creatures • Writing finding tales • Write discussions. 	Cross curricular writing in LOE books: <ul style="list-style-type: none"> • First person recount of our trip and experience. • DT evaluations.
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Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
As fit and healthy citizens we will develop skills in: <ul style="list-style-type: none"> • Yoga • Trigolf 	As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme: <ul style="list-style-type: none"> • Unit 2: Water – composition
Computing	PSHE
In computing we will develop skills through Teach Computing scheme: <ul style="list-style-type: none"> • Term 3 – Making Music • Term 4 - Pictograms 	As fit and healthy citizens we will develop our knowledge through SCARF scheme: <ul style="list-style-type: none"> • Term 3 - Keeping Safe • Term 4 – Rights and Respect
RE	Science
As philosophers we will explore the question: RE enquiry- What can we learn from sacred books? (Koran, Bible) Is it possible to be kind to everyone all of the time?	How does your garden grow? What are we doing to planet Earth?
Enquiry Challenges	
Enquiry Challenge 1: Why do people enjoy living in Bristol? Write a letter to the Marvin Rees (Mayor of Bristol) explaining why we think Bristol is a great place to live and why we enjoy living in Bristol. (Cross-curricular - English) Enquiry Challenge 2: What is Nova’s link to Bristol? Researching the names of each class at Nova and creating a school collage to signify their importance to Bristol and showcase this in the KS2 playground for all Nova families to see. (Cross-curricular - Art) Enquiry Challenge 3: How is the population of Bristol changing? Researching the trends in Bristol population and the number of children at Nova using raw data and presenting findings using graphs and diagrams. (Cross-curricular - Maths) Present this data to math’s lead.	