

<b>Medium Term Plan</b>	<b>Year Group</b>	<b>2</b>	<b>Term</b>	<b>1</b>	<b>Theme</b>	<b>Jungles</b>
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### Main hook - Experienceology

Turn the classroom into a jungle – look at different pictures, what we want to find out from this topic, ask questions.

### Areas of learning

**As historians** we will look at the work of Dianne Fossey and her work with the Gorillas and compare her work with that of David Attenbrough and how their work has contributed to national/international achievements.

**As Geographers** we will explore physical geographical features such as beaches, cliffs, oceans etc... alongside using and creating maps.

**As artists** we will be exploring digital media, particularly photography focussing on the work of Frans Lanting and his wildlife photographs.

**As designers and technicians** we will explore musical instruments and the mechanics of how they work. We will design and create our own rain makers.

**As scientists** we will explore living things, observe and describe how plants mature and grow, animals and their habitats focusing on how they work together to create food chains.

<b>Confident Individuals</b>	<b>Responsible Citizens</b>		
<b>Enterprise</b>	<b>Environment</b>	<b>Spiritual and Moral</b>	<b>Communities</b>
As enterprising people we will explore recycling and think of ways to encourage others to recycle responsibly, creating posters for around the school, encouraging others.	As people concerned with our environment we will: Explore deforestation, why it occurs and discuss ways to combat the negative effects.	In our spiritual and moral development we will: Explore the extinction of certain species and the idea of poaching. Does it make it right if they think it will create medicine?	As members of a community we will: Look at how we take care of the environment around us particularly natural habitats in the school and home.

### Learning across the curriculum

Using Communication – English Links	Using Mathematics – links to other subjects	Using ICT and E-Safety Opportunities
Reading (including love of reading)  Writing (including free writing such as posters and setting descriptions)  SPAG  Handwriting	Measuring jungle leaves (trip to the woods)  Collecting and measuring rain and comparing amounts.  Making ‘wild thing’ feeders weighing and measuring ingredients.	Over the course of the term children will take pictures and videos of their work and experiences creating a slide show to add to the school website. We will discuss the importance of gaining permission before sharing pictures of people. We will also link this to our art work.

### Subject Key Skills

History, geography and citizenship	Science and design technology	Art, music and drama	PSHE, RE, R-Time
Investigate  Communicate  Consider and respond	Generate ideas – rainmaker designs  Investigate, observe and record – rain experiment (measure), habitats/microhabitats  Design, make and improve - rainmakers  Explain to Y1 how rainmakers were made/instructional writing  Evaluate - rainmakers	Explore – Frans Lanting  Create – collage and texture/shade paintings  Improve – paintings in response to rainforest sounds  Present - paintings  Evaluate – pictures - verbal	Reflect and Evaluate – deforestation/poaching, etc  Plan and Implement – recycling project  Communicate – group art work

### Personal Development – Curriculum Drivers

Independent Learning	Possibilities – making the impossible possible	Emotional Awareness
Create sculptures using natural objects  Curiosity – encouraging questions as ideas for research and exploration	Saving the rainforest	Communication – expressing ideas with calm words and reasons not anger  Explore others views and roles  Being away from parents – Wild Things book