

Grasmere Academy - Project Medium Term Planning

Term : Summer (Present - Geography)	Project Question: How do bridges connect us?	Year group: 1/2
<p>Summary of the project: (mini outcomes identified)</p> <p>To explore and investigate different non European countries in the world (Brazil) and the UK and the landmark bridges of these countries as a connecting theme. Looking at structure of bridges , purpose and how, what and why they connect. Learn about the four countries of the UK, their characteristics, population, weather, landmarks. Capital cities, surrounding seas and continents.</p> <p>Launch - building bridges using different materials, knowledge retrieval, use of outdoor environment for balancing. REAL Project learning - How do bridges connect us? Does this have a positive impact? Final Outcome - sharing knowledge with parents. Class geography quiz masters.</p>		
<p>Literacy Genres - conquering the monster tale (Three billy goats gruff), information text, poetry - silly stuff</p>		
<p>Maths Units - division/fractions measure, time, geometry, continued p.v. Addition and subtraction.</p>		
<p>What do we want children to know by the end of this project?</p>		
<p>Geography - essential knowledge</p> <p>Retrieval - children’s previous knowledge of where they live and the local community and beyond.</p> <ul style="list-style-type: none"> ● Show knowledge of address, local area, wider area ● Place us in the local and wider area on a map ● Local rivers and how they affect the way we live - linked to trade in the past <p>Specific Skills</p> <ul style="list-style-type: none"> ● Extracting - what we learn from a particular source ● Evaluating - is the source of information reliable and valid? ● Interrogation - what else would you like to find out? <p>Objectives</p> <ul style="list-style-type: none"> ● Use simple fieldwork and observational skills to study the geography of their school & grounds and the key human and physical features of surrounding environment. ● Use world maps, atlases and globes to identify the uk and it’s countries as well as the countries, continents and oceans. ● Use aerial photographs to recognise landmarks and basic human and physical features, devise simple map and use/construct basic symbols in a key. ● Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas. ● Use simple compass directions, locational and directional language. ● Name and locate the worlds 7 continents and 5 oceans. ● To understand geographical similarities and differences through studying the human and physical geography of an area of the UK and an area of a contrasting non European country. ● Identify hot and cold areas of the world in relation to the Equator, North Pole and South Pole. 	<p>Art</p> <ul style="list-style-type: none"> ● To observe patterns, tessellated and symmetry in small detail. ● To use textured paper or materials in creations. ● To consider the location of the art work. ● To use paper mache, card etc to create a form. <p>Artist - Darrell Wakelam</p> <p>Science</p> <ul style="list-style-type: none"> ● Observe and know about changes in the seasons. ● Name the seasons and know about the weather in each season. ● Name different external parts of the body and a human’s basic needs. ● I know why exercise, balanced diet and good hygiene are important. ● I can identify things that are living, dead and never lived. 	<p>DT</p> <ul style="list-style-type: none"> ● Generate own ideas and develop through discussion, drawing and modelling. ● Identify a purpose for outcome. ● Follow and make design, cutting and joining with precision. ● Evaluate products using appropriate vocabulary. ● Explore existing products. ● Select and use wide range of materials. ● Explore how structures can be made stronger, stiffer and more stable. ● Explore and use sliders and other mechanisms in their products. ● Follow safe procedures.

Famous architect -				
Music <ul style="list-style-type: none"> ● Know that some songs have a chorus or response. ● Know that unison is everyone singing at the same time. ● Combine voices and movement to perform. ● Repeat back sounds. ● Learn about orchestral instruments. ● Listen and appraise music from specific places. ● Identify steady beat, pitch and volume. 	Computing <ul style="list-style-type: none"> ● Coding ● Computer science 	History <ul style="list-style-type: none"> ● Develop awareness of past and present. ● Use common words and phrases related to the passing of time. ● Ask and answer questions. ● Understand how to find out about the past. ● Find out about significant individuals in the past. ● Chronologically sequence events. 	RE - Judaism <ul style="list-style-type: none"> ● Stories from the Torah. ● Beliefs about creation. ● Important individuals in this religion (Shema, Moses, Abraham, Joseph, Esther) ● The role of the Rabbi. ● The Torah, rules, values and stories. ● Synagogue, worship. ● Religious objects, Mezuzah, Tallit, Kippah. ● Shabbat, Purim, Hanukah, Pesach, Sukkoth, Ross Hashanah. 	PE - attack defend attack <ul style="list-style-type: none"> ● Exercise to stay healthy ● Listening skills ● Safety ● Building on previous skills ● Understanding PE vocabulary ● Safe use of body and equipment ● Hand to eye coordination

Which words and phrases do we want children to recall and define by the end of this project					
Geography UK, capital cities, population, country, ocean, seas, continents, equator, North Pole, South Pole, rivers, location, landmark, city, town, village, compass, direction, symbol, key, north, east, south, west, local,	Art Research, form, create, 3D, features, relief, curve, straight, pattern, tessellated, symmetry, stick, bend, assemble, contract, compare,	Music Loud, quiet, fast, slow, tempo, beat, timbre, unison, solo, signal, conductor, orchestra, composition, improvise.	D&T Functional, design, criteria, components, model, equipment, safety, develop, cutting, shaping, joining, finishing, comparing, evaluate, stiffer, stronger, slider, stable	Computing To be finalised. See computing document.	History Past, history, yesterday, today, long ago, before, after, then, now, significance, source, chronological, sequence, legacy

In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?		
Geography Knowledge of their local area, including address, school grounds, communities, features, landmarks, short journeys. The seasons and weather patterns. Bodies of water, ponds, lakes, rivers, seas. Understand that we live on an island and we can connect to other countries in different ways. Everywhere has a location.	Art Reinforce basic vocabulary. Be able to create patterns. To understand the use of colour, shades and tones. To have a good pencil/brush grip. To have confidence and	DT Know that everything we use daily has been designed and made. That all products are made out of appropriate materials. Safety when using sharp

			creativity to try and experiment. To realise that all opinions are valued.	equipment.
<p>Music To understand that music is used for many different reasons. To know that anyone can listen to music and create simple compositions. To realise that all opinions of music are valued. There are a wide range of different instruments that are played with different techniques.</p>	<p>Computing To recognise common uses of IT beyond school. To use technology safely and respectfully. To understand that everything follows an algorithm.</p>	<p>Science To understand basic needs of humans, hygiene, exercise, diet. Human body parts, life cycles. Materials, strength of structures, shapes of structures linked to bridges.</p>	<p>RE To understand that people have difference beliefs. Realise that our opinions are valued. To understand there are reasons behind the celebrations that people take part in. To know that everyone should/could be part of a community.</p>	<p>PE To understand that we must stay safe in PE. To know that we do physical exercise to stay fit and healthy. We do PE to learn new skills. To know that we must listen carefully to all instructions and that we must dress appropriately for PE.</p>

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

- Visit to Newcastle Quayside, River Tyne, Baltic Gallery and the Bridges.
- Killingworth Library visits.
- Killingworth Lake walk.
- Walk around local neighbourhood to see children's homes.
- Virtual author visit.

Which **books** will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Summer 1	Summer 2
The River - Tom Percival I talk like a river - Jordan Scott Bog Baby - Jeanne Willis Rosie Revere engineer - Andrea Beaty	What the see saw - Tom Percival Rain before rainbows - Smitri Halls Somebody Swallowed Stanley - Sarah Roberts Eyes that kiss in the corners - Joanna Ho

Driving Texts

Fiction	Non Fiction	Poetry
Previously - Allen Ahlberg Once upon a time map book - B.G. Hennessy The Tower Bridge cat - Tee Dobinson River Stories - Timothy Knapman Here to there and me to you - Cheryl Keely	Maps of the UK - Rachel Dixon A River - Marc Martin Bridges (awesome engineering) - Sally Spray Brilliant Bridges - Collins 13 Bridges children should know- Brad Finger Rivers - susie Brooks Rivers - Rebecca Kahn Great rivers of the world - Volker Mehrent See inside Bridges, towers and tunnels - struan Reid	Off by heart - Roger Stevens Poems out loud - ladybird Nature trail - Benjamin Zephaniah Smile out loud - Joseph Coelho

How will we exhibit our learning? How will we present our learning from each subject?

Sharing knowledge and books with families and friends at our book chats. Family quiz using children's project books
 Lending our written work to the local library. Continue to share work on Twitter to our virtual audience.

Breakdown of weeks for Project sessions

26.4.22 - science deep dive, library visit, virtual author event

Launch Day building bridges, Lego, wooden blocks, planks between tables. Knowledge retrieval, address, home, google earth local area and school grounds.

2.5.22 - KS1 testing period, world maths day

Four countries of the UK, locate, name, examples of bridges in each country and the engineer. Compare and contrast

9.5.22 - art evidence gathering, mental health awareness week

What are bridges, purpose, etc. types of bridges. Patterns in bridges, shape, strength and structure, relief work. Seasons.

16.5.22 - road safety, maths deep dive

Visit to Newcastle Quayside. Capital cities of the UK, locate, landmarks, bridges research. Compass work.

23.5.22 - children's book week, RWI dev meeting, Primary English Lead CPD

Seven continents, look at variety of maps. Five oceans, size, facts.

half term

7.6.22 - phonics check

Equator location, poles location, compare and contrast temperatures.

13.6.22 - Father's Day, writing evidence gather

Compare and contrast countries (Brazil) location, temperatures, population, flag,

20.6.22 - world music day, EM moderation

Compare and contrast countries (Brazil) art, music, food,

27.6.22 - health and sports week, sports day

Body parts, life cycle, exercise, hygiene and diet.

4.7.22 - geography evidence gather

Bridges around the world, what have we found out, what do they connect?

11.7.22 - other ways of travelling from one destination to another. Parent and friends knowledge book chat. Family quiz.