

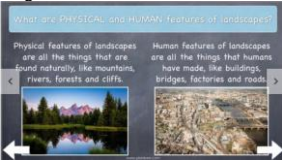





Year 2 Autumn Overview: Globetrotters

	Geography	History	Art	DT	Computing
Overview	Local area study: Coventry City	Transport Timeline of the evolution of transport. Trip to transport museum. Keep a blog each week. LEAR – links to Jaguar etc.	Stained glass windows Make a stained glass window for cathedral in the style of a modern artist. Artist: Technique: Painting, collage Material: Glass paint, tissue paper	Structures Design, make & evaluate cathedral	Create a class section for the website. E-safety, networking. Design, create and evaluate a motorised vehicle using Lego We-do. We are photographers.
Week 1	<p>Objective: To know different human and physical features.</p> <p>On children's tables provide them with the following human and physical features.</p>  <p>Allow children to sort these without defining the terms. Identify children's prior knowledge.</p> <p>Assess children on how they have sorted these features. Allow them to describe how they have sorted the features. Find out if any children have sorted using physical/human features.</p>			<p>Share the term Cathedral. What is a cathedral? What is the function of a cathedral?</p> <p>Share children key information about what a cathedral is.</p> <p>Share images/videos of Cathedrals in the United Kingdom.</p> <ul style="list-style-type: none"> - Coventry - Lichfield - St Pauls - Salisbury 	<p><u>Online Safety</u></p> <p>What do you use the internet for? Why do you use the internet? Share images with children. Which of these have you ever visited? Why?</p>  <p>Use the Year 2 smartie the penguin story to introduce the key ideas for online safety.</p>

Year 2 Autumn Overview: Globetrotters

	<p>Introduce the following definitions of Human and Physical.</p>  <p>Share the following on IWB.</p>  <p>Allow children to discuss and develop ability to understand what is Human and what is Physical. Model writing a sentence to say why.</p> <p><u>Outcome</u> Design a suitable activity to enable chd to discuss and state what human and physical features are. Children to explain if they are a human and physical feature and why.</p>			<p>Share these images and videos in groups.</p> <p>Children to identify the key features of these and learn the key vocabulary. (e.g Nave, transept, façade dome)</p> <p><u>Outcome</u> Children to label the key features of a cathedral</p> <p>Children to write a written description of what a cathedral is.</p>	<p>Who can help you if you get into trouble online? Why do you think it is important to stay safe online?</p> <p>With class come up with 5 golden rules for online safety.</p> <p><u>Outcome</u> Children to create a poster to explain their 5 golden rules for online safety.</p>
2	<p>Objective: To know where Coventry is located within the world Where do we live? Where is Coventry.</p>			<p>Investigation: Which material would be the best to create a cathedral?</p>	<p>Show children the school website. Why is it important to have a school website?</p>



Year 2 Autumn Overview: Globetrotters

	<p>Provide children with a selection of different maps. (OS maps, Google maps, Atlas) In small groups allow children to find Coventry on each of these maps.</p> <p>Allow children to describe 'where in the world' Coventry is.</p> <p>What continent is it in? What country is it in? Where in the country is it located? What places are near to Coventry?</p> <p>Can you name any of the famous landmarks in Coventry? Allow children to mindmap all the places in Coventry they have visited/been to.</p> <p>Provide children with a pictures on their tables of the key landmarks/features in Coventry.</p> <ul style="list-style-type: none"> -Cathedral -Canal - Transport museum. - Spon gate <p>(This list is just ideas independently research and generate own list)</p> <p>Look at key features physical and human of Coventry city.</p>			<p>What does a cathedral need to have? Prior to the lesson gather a selection of junk modelling resources: (card, bottles, straws, glue, tape. lolly sticks etc.)</p> <p>Investigate materials by creating a sample model of a cathedral. Which of the materials are easy to stack? Which of the materials are strong enough to create the cathedral? Which of the materials can be used to create the dome? Which material be good</p>	<p>Allow children time to explore the Year 2 area on the website.</p> <p>Explain to children that we need to create an information page for our website.</p> <p>Share with children information about what we will be learning this year.</p> <p>Give each group a key subject.</p> <ol style="list-style-type: none"> 1. English 2. Maths 3. Science 4. History <p>Ect</p> <p>Children to handwrite a short passage about what they will be learning about in this area.</p> <p>Recap typing skills from Year 1. If needed play game to develop these skills. typing skills</p> <p><u>Outcome</u></p>
--	---	--	--	---	--




Year 2 Autumn Overview: Globetrotters

	<p>Physical features include: Sherbourne River, Brandon woods, Human features: Coventry canal, cathedral.</p> <p><u>Outcome</u> Know where Coventry is located within the world, country, region, city and town. Using knowledge from previous week sort features of Coventry into human and physical.</p> <p>Challenge: Begin to research the key facts about Coventry. -Land use - Population</p>			<p>to create the dome?</p> <p>Make a list of the materials that children have tested and generate a conclusion based on their investigation.</p> <p><u>Outcome</u> Children to create a detailed list of the materials they will use and write reasons why.</p> <p><u>Link to Science: Materials.</u></p> <p>In Science lesson write this up as an investigation.</p>	<p>Children to type up short piece about what they will be learning this year ready for teacher to select for class blog.</p>
3	<p>Explain to children that next week we are going to be going on a trip to Coventry City.</p> <p>Share Google map of Coventry:</p>			<p>What is a design? Why is it important to create a design?</p>	<p>Teach children – what is a camera? How do we use a camera? How does a camera work? What is a pixel?</p>



Year 2 Autumn Overview: Globetrotters

	 <p>Explain that we are going to be making a route around Coventry City Centre. (You may also want to provide children with an aerial view) Make a list of the places we want to visit. children need to visit on their trip. Independently allow children to plan a route using the map. Develop questioning – What makes the best route? What route would be the quickest route?</p> <p>In mixed ability groups allow children to plan their route and feedback to the class. Children to then take a vote on which might be the best route and why. You could use google route planner to compare against the route they have decided on. Example – I like group A route around Coventry as it is the quickest way to visit all the landmarks.</p>			<p>What does a cathedral need?</p> <p>With children create a design criteria. My cathedral must include... Why must it include this?</p> <p>Explain to children that we will be evaluating our cathedrals based on this criterion so it must be accurate.</p> <p>Place criteria on display in the classroom and continue to refer back to it.</p> <p>Explain to children that in our design we need to:</p> <ol style="list-style-type: none"> 1. Draw an image of 	<p>Key words: focus, image, light, filter.</p> <p>Ensure that they have experience of seeing a camera not just using ipad. Explore using a camera/ipad. Practise taking pictures of each other/things in the classroom to learn the skills of a camera.</p> <p><u>Outcome</u> Children to take a range of pictures using the ipads. Children to share pictures and evaluate in the class.</p>
--	--	--	--	--	---



Year 2 Autumn Overview: Globetrotters



	<p><u>Outcome</u> Children to create a route around the city centre and explain their choice.</p>			<p>our cathedral.</p> <ol style="list-style-type: none">2. Write a list of materials we will use.3. Explain how we plan to make our design. <p>Model how we can design our cathedral. – Ensure you model drawing all the features and labelling the materials you will be using.</p> <p><u>Outcome</u> Children to create a design for their cathedral labelling resources that will be needed.</p>	
--	---	--	--	--	--



Year 2 Autumn Overview: Globetrotters

<p>4</p>	<p>Objective: To read and follow a map.</p> <p>Trip to City Centre In small groups explore City centre. Use compasses and maps. Take photos on journey. (take groups into town using the bus – chn pay their fare.) Children to draw images of stained glass windows.</p>			<p>2 weeks prior to lesson send letter home asking for junk modelling resources.</p> <p>Alter timetable so this is taught over a whole afternoon.</p> <p>Split class into mixed ability groups.</p>	<p>During trip to Coventry take pictures using camera.</p>
<p>5</p>	<p>Recap – What did we do on our visit to Coventry City Centre? What did we see during our visit? What landmarks did we see? What human and physical features did we spot.</p> <p>Explain to children that we are going to be creating our own maps of Coventry City Centre.</p> <p>Share the following success criteria:</p>			<p>Over 2 weeks children are to use materials investigated and identified during the previous lesson to make cathedral.</p> <ul style="list-style-type: none"> - Model how to join materials to make structure stable. - Model how to 	<p>Look at photographs and teach children how to crop, edit and change their photographs using filters. Evaluate their images – what is good about this one? How could I improve? (showbee)</p>

Year 2 Autumn Overview: Globetrotters

	<p>Map Checklist</p> <ul style="list-style-type: none"> Map Title <input type="checkbox"/> Symbols <input type="checkbox"/> A Key <input type="checkbox"/> Key Features <input type="checkbox"/> <p>Differentiation: HA may create a symbol.</p> <p>Show children example of map:</p>  <p>Using group appropriate scaffolds model how children can draw their own maps of Coventry. Examples of Sketch maps.</p>  <p>Provide children with images of key landmarks to add to their maps.</p>			<p>ensure that correct sized resources have been chosen to create their cathedral.</p> <p>Ensure that as children are creating their design, you check against design criteria.</p> <p>Are they still meeting the criteria? How can they improve their model?</p> <p>After model has been built papier Mache and then paint to represent their design.</p> <p><u>Outcome</u></p>	
--	---	--	--	--	--



Year 2 Autumn Overview: Globetrotters

	<p>Differentiate images/photos/symbols.</p> <p><u>Outcome</u> Children to create their own sketch maps of Coventry City Centre.</p>			<p>Children to produce a model of a cathedral.</p>	
6	<p>Recap – What are the features of a recount? What do we know about recounts?</p> <p>Explain to children that they are going to be writing a recount of their visit to Coventry City Centre.</p> <p>Using images from trip children to recap what they saw on the trip.</p> <p>Model how to write a recount.</p> <p><u>Outcome/ cross curricular link:</u></p> <p>Write recount of visit to Coventry city centre using subject specific</p>			<p>Share with children design criteria produced in lesson 3.</p> <p>What did we want to achieve with our design?</p> <p>Share design criteria and children to explain how they have met this criteria.</p> <ul style="list-style-type: none"> - What went well? - What could they improve? <p>Use sentence stems to support oral discussion around</p>	




Year 2 Autumn Overview: Globetrotters

	<p>vocabulary around the last 6 weeks topic.</p>			<p>the qualities of their cathedral. Model writing sentences to evaluate their design. Provide children with a sentence starters: (example) My parts of my cathedral that were successful are ... I enjoyed making the ... I think the _____ is effective because _____.</p> <p>My cathedral would be even better if ... I think that I could improve the ... To make my design even better I could ...</p> <p>Outcome</p>	
--	--	--	--	---	--





Year 2 Autumn Overview: Globetrotters



				Children to write an evaluation of their cathedral.	
7		<p>L.O: To know about significant people in history and their contribution to society.</p> <p>Create a whole class timeline as a display. Explain that over the next 6 weeks we are going to be adding different events in a chronological order – what does chronological mean?</p> <p>1783 first hot air balloon (Montgolfier brothers).</p> <p>Share image of Montgolfier Brothers.</p>  <p>Why do you think they were famous?</p> <p>Share their story of creating the first hot air balloon.</p> <p>Use video to share parts of their story. Montgolfier brothers</p> <p>Understand who they were and what they did.</p>	<p>During Autumn I chd visited Coventry Cathedral.</p> <p>Share images from Coventry Cathedral stained glass windows as well as a selection of stained glass windows from other famous buildings throughout the world. (Ensure explicit links are made back to school trip)</p> <p>Share history of stained glass windows.</p> <p>Stained glass windows are found in many places of worship all over the world. They are set into the walls of religious buildings to let in the light and to make a beautiful decoration to the glory of God.</p> <p>Historically, the main purpose of stained glass windows in churches was to teach people the stories from the Christian faith in pictorial form.</p> <p>Windows that have a picture of a story from the Bible or a beautiful design help us to create in ourselves an idea or feeling about what we see.</p> <p>Stained glass windows are erected to mark a special occasion or commemorate</p>		<p>Export photographs to teacher using airdrop. Share on IWB using apple TV. Present their photographs – gallery/presentation.</p>



Year 2 Autumn Overview: Globetrotters

		<p>Outcome Share hot air balloon template. Using key words and images chd to retell the story of the Monthgol-fier brothers inside the template.</p> 	<p>someone who has made a special contribution to the community.</p> <p>Share examples: (Example from Coventry Cathedral)</p>  <p>Analyse examples of Stained glass windows by:</p> <ol style="list-style-type: none"> 1. Describe 2. Relate 3. Analyse 4. Evaluate <p>Examples of questions: Here</p> <p>Outcome Children to complete a written evaluation of the stained glass windows.</p> <p>Question: How will we use this information to help us create our own stained glass window?</p>		
8		<p>1814: Steam trains. Learn about the introduction of steam powered trains.</p>	<p>Introduce artist –Henry Matisse</p>		<p>Lego Wedo Project (X4 weeks)</p> <p>Follow a kit/instructions to make a vehicle using simple lego.</p>

Year 2 Autumn Overview: Globetrotters

		 <p>Share image: Why would we make a statue of someone? Explain that this is because he was a very influential person.</p> <p>Share the name and story of George Stephenson.</p> <p>Place the first steam train on class timeline.</p> <p>Use a range of historical sources to share images of the first steam trains.</p> <p>Key questions to discuss: Steam trains firstly carried goods, such as coal, but then people began using trains to travel between places. Remember, people never had travelled at such speeds before!</p> <ol style="list-style-type: none"> 1. How do you think trains changed people's lives? 2. What differences are there between these types of transport? <p>Share writing stimulus:</p>	 <p>Provide key information:</p> <p>Henri-Emile-Benoit Matisse was a French artist, printer, and sculptor. He is most well known as a painter. He was born on 31st December 1869 and died, aged 84, on 3rd November 1954.</p> <p>Matisse was a leading figure in the modern art movement. He is famous for the way he used colours in his art. He worked as an artist for over half a century – more than fifty years – still producing new, original, and exciting works in his old age.</p>	<p>(HA to make own)</p> <p>What vehicle can you make? How do the lego pieces fit together? Can you follow the instructions to make the car?</p> <p>Children to present and share their cars to class.</p>
--	--	---	--	---

Year 2 Autumn Overview: Globetrotters

Imagine you are living in 1830. The railway line from Manchester to Liverpool is about to open and you will be riding on its first steam train!

- Let's take a look at some steam trains [here](#).

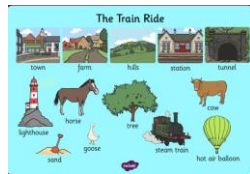
Questions:

- How would you be feeling?
- What will you see on your journey?

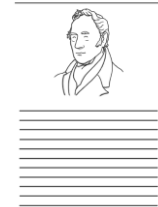
Outcome

Children to respond in the form of a written outcome.

Word bank



Writing frame



Note: Twinkl resources – George Stephenson and Trains

Share examples of his work:



Analyse – How do you think he creates his work?

Use link: [Stained Glass Windows](#)

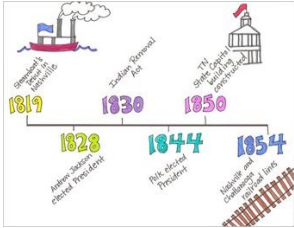
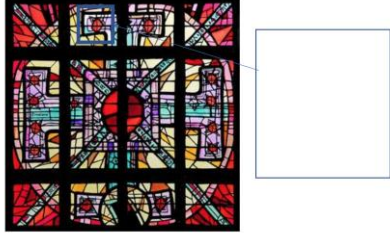
How is his work similar or different to other artists that have created a stained glass window?

Outcome

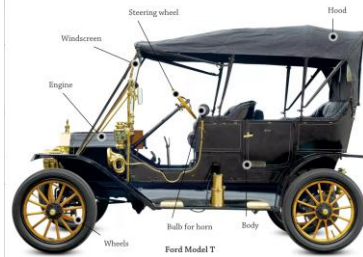
Children to look at a range of stained glass windows, analyse using similarities and differences and using findings create a success criteria for a stained glass window. (What must it have?)



Year 2 Autumn Overview: Globetrotters

<p>9</p>		<p>The first flight. 1903. (Wright brothers)</p> <p>Share story of the Wright Brothers on IWB. Wright Brothers Story</p> <p>Provide chd with images of The Wright Brothers lives – chd to sequence.</p> <p>Chd to place images of their story on a large sheet of paper and annotate with key information to create a photo timeline.</p>  <p>Example:</p>	<p>Skill Building Session 1:</p> <p>What patterns are in stained glass windows?</p> <p>Look at a selection of stained glass windows from previous week. What shapes do you notice?</p> <p>Provide children with small sections of stained glass windows and allow children to practise sketching the shapes used.</p> <p>Teacher to model sketching the patterns from the stained glass windows.</p> <p>Outcome</p> 	<p>Introduction to lego wedo.</p> <p>Using lego wedo tutorial allow children to create their own motorised vehicle.</p> <p>https://le-www-live-s.lego.com/sc/media/files/user-guides/wedo/wedo-user-guide-80b6e879549d1be5945355dc8b6dee075.pdf</p> <p>Share key terms and vocabularly from list above.</p> <p>Ensure children make a simple model and plan an algorithm around this.</p>
<p>10</p>		<p>1908: The production of cars.</p> <p>Can you imagine what life would be like without a car?</p> <p>Explain that cars were invented before 1908, however they weren't available for everyone? Why do you think this is? Discuss reasons why cars were too impractical and expensive.</p> <p>Introduce chd to the Ford Model T.</p>	<p>Skill Building Week 2</p> <p>Exploring using glass paint.</p> <p>Introduce children to a range of painting materials.</p> <p>Explain that they are going to be investigating which of these create the best effect when painting on glass.</p> <p>Provide each group with a sheet of polythene to emulate glass.</p> <p>Model how children can draw one one stroke to see the effect.</p>	<p>Follow lego wedo programme: (Find tutorial on lego wedo software – read and practise tutorial before delivering lesson)</p> <p>sailboat storm airplane rescue</p>

Year 2 Autumn Overview: Globetrotters



Explain to chd that with was the first car that was available for mass production.

Why do you think people wanted cars? How did they make it available for the mass public?

Link – Car production in Coventry. Explain to chd that Coventry is famous for its production of cars.

Invite car expert from Jaguar Land Rover to come into school. Email link: [Email to arrange visit](#) or transport museum.

Outcome – Chd to develop questions and answer relating to the production of cars in Coventry.

Plenary:

How Have Cars Changed Through the Years?

What do you notice about:

1. The wheels?
2. How many people can use it?
3. What would happen in different types of weather?
4. What safety features are there?
5. What speed does it go?

Paints used for investigation: poster paint, water colours, glass paint, fabric paint.

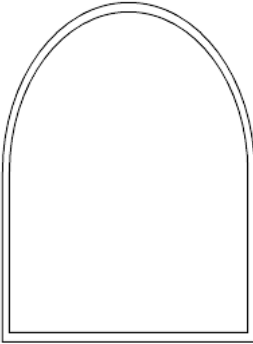
How will we know which paint is successful? Explain that it will be transparent as this is very important to a stained glass window.

Outcome

Children to independently complete investigation and feedback results to the class. Children to be able to verbally explain why glass paint is the best option.



Year 2 Autumn Overview: Globetrotters

<p>11</p>		<p>1981: Space shuttle –</p> <p>As chd come into classroom – turn off all lights and share video. (Set the scene) https://www.youtube.com/watch?v=kdKltNx+2AQ Identify what a Space Shuttle is. (reusable whereas space rocket is one time only)</p> <p>Share informative website on ipads. https://www.dkfindout.com/uk/space/space-shuttle/</p> <p>Allow children to gather information about the first space shuttle using fact finding sheets.</p> <p>Share information gathered about space shuttles.</p> <p>Outcome Using green screen app (computing link) children to record their own informative videos about the first space shuttle launch.</p>	<p><u>Design</u></p> <p>Look back at what we have done previously in this unit. What do we know about stained glass windows? What do we know about their designs?</p> <p>Provide children with a template for a stained glass window.</p>  <p>Provide children with purpose:</p> <p>Coventry Cathedral have a space to put a new stained glass window into their building and they would like you to design it. (To celebrate city of culture 2020) (Create a letter which pupils receive)</p> <p>Model how to bring skills together to create our stained glass window.</p> <p><u>Outcome</u></p>		<p>Adapt skills learnt and change their vehicle to a different vehicle. Children to use the same algorithm.</p>



Year 2 Autumn Overview: Globetrotters

			Children to create a pencil design and colour using crayons to demonstrate the colours they will use next week.		
12		Final written unit outcome: Children to create non-chronological report about transport.	<p><u>Final piece</u></p> <p>Remind children of their design criteria. (New stained glass window for Coventry Cathedral)</p> <p>Using design from previous week, remind children what they final outcome must be based on their success criteria they produced in session 4.</p> <p>Model how to use glass paints to create the stained glass effect.</p> <p><u>Outcome</u> Children to use glass paints to create their final design.</p>		Evaluate and improve. What went well? What can we do better next time?
Cross Curricular links					