

A Wild Adventure

Y2



Land Ahoy!

Yo ho, yo ho, it's a sailor's life for me. Get your sea legs on, it's time to sail the salty seas.

Navigate, investigate and explore the world, just like Captain Cook. Make a boat, sink a ship, fly a pirate flag. Speak like a pirate, write like a poet, then weigh and measure a pirate's booty.

How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas.

Sing a sea shanty whilst cleaning the poop deck, then search the school grounds for Captain Longbeard's hidden treasure.

There's land ahead. Let's get this ship to port.

English	- Write about the life on a pirate's ship - Publish imaginative writing about pirates using: verbs, adverbs, adjectives and commands. - Create 'Wanted' posters for our own pirates. - Read a selection of books about pirates. Focusing on characterisation and how characters are described in different ways and how the author uses speech to expose a character's thoughts and actions. First, we will look in detail at the characters in the stories. Using these texts, the children will: <ul style="list-style-type: none"> • Sequence stories, summarising the main points • Describe a characters thoughts and feelings • Create wanted posters for missing pirates We will then use the rags to riches Talk for Writing story and explorer adventure stories using our knowledge of characters studied in the earlier texts. For our non-fiction learning we will be looking at different forms of a recount and will create a poster that shows the life of a famous pirate.
Maths	Statistics, calculations, shape, position and direction
Science	-Identify and compare the suitability of a variety of materials for particular uses. - Carry out experiments to identify waterproof and warm materials, investigating properties and testing materials. -What are pirate ships made out of? -What material would we use to create a raft? -Describe how some materials of solid objects can be changed by twisting, squashing and stretching
Computing	Programming
History	Looking into the lives of significant individuals – Darwin
Geography	Use maps, atlases and globes to identify, name and locate the world's 7 continents and 5 oceans. -Use simple compass directions (N,E,S,W) and locational directional language. -Name and locate the surrounding seas of the U.K -Identify seasonal and daily weather patterns. -Treasure map reading
Art	Drawing, printing and collage -Explore famous paintings, deciding and talking about why we like or don't like them. -Find out about the different materials and techniques artists use and apply them ourselves. -Experiment with tones and basic tools. Hopper
DT	Use what we have learned about materials to plan, design, build and evaluate building our own pirate ship. Sewing a fish toy – two pieces of felt joined by a running stitch and stuffed. Building a lighthouse
Music	Sea shanties and creating own music as pirates on the ship. Writing symbols for the music so they can remember when to play
PSHE	Being my best
PE	Cricket
RE	Unit 1.10 How should we care for the world and for others and why does it matter? Core AND Digging Deeper

National Curriculum Areas and Skills

<p>English</p>	 <p>- Write about the life on a pirate's ship - Publish imaginative writing about pirates using: verbs, adverbs, adjectives and commands. - Create 'Wanted' posters for our own pirates. - Read a selection of books about pirates. Focusing on characterisation and how characters are described in different ways and how the author uses speech to expose a character's thoughts and actions. First, we will look in detail at the characters in the stories. Using these texts, the children will:</p> <ul style="list-style-type: none"> • Sequence stories, summarising the main points • Describe a character's thoughts and feelings • Create wanted posters for missing pirates <p>We will then use the rags to riches Talk for Writing story and explorer adventure stories using our knowledge of characters studied in the earlier texts. For our non-fiction learning we will be looking at different forms of a recount and will create a poster that shows the life of a famous pirate.</p>	
<p>Maths</p>	<p>Statistics, calculations, shape, position and direction</p>	
<p>Science</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<ul style="list-style-type: none"> • WS1 asking simple questions and recognising that they can be answered in different ways • WS2 observing closely, using simple equipment and measurement • WS3 performing simple tests • WS4 identifying and classifying • WS5 using their observations and ideas to suggest answers to questions

		<ul style="list-style-type: none"> • WS6 gathering, recording and communicating data and findings to help in answering questions. • WS7 use scientific language and read and spell age-appropriate scientific vocabulary • WS8 begin to notice patterns and relationships.
Computing	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programmes • Create simple programs • Create and debug simple programmes • Debug simple programmes by using logical reasoning to predict actions instructed by code <p>Through 2simple</p>
History	<p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<ul style="list-style-type: none"> • Describe where people and events studied fit within chronological framework and identify similarities and differences between ways of life in different periods • Describe events beyond living memory that are significant nationally or globally
Geography	<p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

		physical features of its surrounding environment
Art	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> • Show different tones by using coloured pencils • Collage <p>Sort materials, mix materials for texture</p> <p>Plaiting and dip dyeing</p> <ul style="list-style-type: none"> • Mimic print from the environment eg-wallpaper • Press roll and rub to make prints • Use a wide variety of tools to create different textures, lines, tones and shapes
DT	<p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Cooking and nutrition</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p>	<ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales • Independently cut. Peel or grate ingredients safely and hygienically • Join textiles using a running stitch • Create designs using software - computers

Music	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> • Choose sounds to create effect • Use symbols to represent a composition and use them to help with performance • Take part in singing accurately following a melody
PE	<p>participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> • Beginning to develop own games with peers • Beginning to develop an understanding of attacking and defending • Perform a variety of throws with control and co-ordination • Can use equipment safely

Ideas for homework

What will you choose to do?

- Search the web or non-fiction books to find out about a famous boat or ship. Make an information book by writing down interesting facts, downloading images or making drawings. Famous ships to choose from include RMS *Titanic*, the *Santa Maria*, the *Cutty Sark* or HMS *Belfast*.
- Design and make a boat to take part in a class boat race. What materials will you use? What shape will your boat be? What name will you give it?
- Visit a maritime museum, boat show, lighthouse or harbour with your family. Take lots of pictures to show and talk about at school. Maybe you could interview a family member who has worked at sea or has been on a cruise, to find out about their experiences.
- Take the pirate puppet home for a night. Write about all of his adventures in his pirate diary.
- Visit your local library to read and borrow story and information books about the sea. Write or film a book review about your favourite.
- Make a pirate treasure chest using a lidded box and other recycled materials. What will you keep in your treasure chest? Bring it to school to show your class and explain how you made it.
- Write a letter to Captain Longbeard to tell him what you have been up to at school and home. You might want to invite him to visit again!
- Make a map of your home and local area to show all the main features. Include physical landmarks such as beaches, hills or forests, as well as human features such as shops, farms or harbours. Where would be a good place to hide treasure? Can you plot a route to find it?
- Find and learn some pirate jokes. Practise reading them at home to perform in school and make your pirate friends laugh! Aye, that be funny!
- Look at holiday brochures or travel websites and talk about holiday destinations around the world. Which seas or oceans are close to each destination? Locate them on a world map, noting their location in relation to the Equator and the North and South Poles. How does the location affect the weather? Where would you most like to go?

