

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: Miss Wintle **TA:** Mrs James **CLASS:** 2 **TOPIC:** Amazing Journeys **TERM:** Autumn **Expected length of topic:** 1 term

Core value: Respect and Peace

Book: 'Grace and Family' , 'Lila and the secret of the rain', 'Zeraffa Giraffa'

KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW			RESOURCES	USEFUL WEBSITES
How do other people live? A family is... (What does nana mean by "families are what you make them"?) Friendship				
Inputs – engaging and exciting the children				
What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use? - Class Brainstorm - Student Presentation - Oral Storytelling	What will you do on your immersion days/theme weeks? An African party.	What will your role play area look like? Maps tracing the journeys of our story characters. Souvenirs and postcards from the different continents we have visited (written by our story characters.	How could you use P4C in this topic? What other speaking & listening opportunities are there? - Children explore and share their families and the similarities and differences there are in the class. This leads to a collaborative poem 'A family is...'	How will you address the core value that you have identified? - Respect for different family units. - How we can all live together in Peace, embracing and respecting our differences, bringing them together to create a wonderful, peaceful world.
Where will you go? (<i>trips/visits/visitors</i>) - Horniman's Museum – 'Around Africa' - Parents to share their traditional tales. - Trip to East Street market to generate discussion and comparison about African market.	What lessons will you teach outside? - Compare our school day with a child in The Gambia school day: play ground games - East Street market, collecting descriptions (Literacy – adjectives)	What writing opportunities are there? - Writing in role (diary entries, postcard) - Collaborative poem - Information writing about The Gambia. - Party planning (invitations, lists, recipes) - Grace's story - Letter to Sierra Leone link school	Outcomes – making the work meaningful and purposeful What are the display /project/home learning opportunities? - role play area children to create labels, price tags, advertisements, discuss smells, sounds etc. leading into creating a painting of a market and creating a writing opportunity for a poem describing an African market.	Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (<i>link to theme week</i>) - African party - sharing performance of story telling (R and N?)

<p>What will you make?</p> <ul style="list-style-type: none"> - African printed cloth - Paintings of African market - animals from the different continents (link to Science unit) 	<p>What opportunities are there for using technology in your teaching?</p> <ul style="list-style-type: none"> - Design African print - Record our story telling and performances (drama, poems, music). (Children could use I-pads to record each other and then share with the class) 	<p>What legacy will this learning leave?</p> <ul style="list-style-type: none"> • Compare and contrast how we live with others in a non-European country. • Families are what you make them. • Importance of friendship and how we treat each other
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LESSON	SUBJECT FOCUS	SKILLS *	OBJECTIVE / W.A.L.T	LESSON OUTLINE / ACTIVITIES (INCLUDING DIFFERENTIATION)	PLENARY INC. AFL QS
1			Elicitation:	Activity:	
2					
3					
4					
5					
6					
6					

7					
8					

END OF BLOCK EVALUATION:

TOPIC