

Walk the plank!

Year 2 Term 5

The BIG Questions...

- Were all pirates bad?
- Were there women pirates?
- What did pirates do all day?
- What did pirates plunder?
- Did pirates really bury their treasure?
- What was in a treasure chest?

Suggested artists...

Joseph Turner



The final showdown!

- Pirate treasure hunt (using compasses)
- Build a pirate ship to fit the whole class in!
- Dress up as a pirate

Lead story and others...

- The Pirates Next Door
- The Pirate Cruncher (Johnny Duddle)



Opportunities for visits, visitors and outdoor learning...

- Treasure hunt – compass points
- Build a ship (outside)
- Dress up as pirates

Key Skills and Knowledge

Possible activities

History

As historians we will...

- identify differences in ways of life between different times
- recognise why people did things, why events happened and what happened as a result
- sequence the people and events we study within a timeline
- sequence and compare pictures or photographs of people or events in the past
- discuss reliability of photos/ accounts/ stories
- choose and use parts of stories and other sources to show that we know and understand key features or events
- communicate our knowledge through: discussion, drawing, writing

Research through books and internet:

Famous pirates. Make a wanted page for a chosen pirate.
Female pirates.
The pirate code. Chn to write a pirate code for their family.
The pirate ship. Design of/how it worked etc. Label a pirate ship.
Pirate jobs/diet – what did they do all day?
Write a diary from a pirate's viewpoint.

Did pirates really bury their treasure & why? How did they find it again? What kinds of treasure did pirates steal? Where did they get it from?
(see Geography)

Geography

As geographers we will...


- name and locate the world's seven continents and five oceans
- 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) to describe the location of features and routes on a map

Research where pirates sailed. Link to continents and seas/oceans.
Paper plate globe - stick pictures of famous pirates on cocktail sticks onto where they were.



(See History/PE) Plan a voyage around the school grounds in order to hide the treasure. Draw a map using geographical language & directions. Can another group

	<ul style="list-style-type: none"> devise a simple map; and use and construct basic symbols in a key <p>QAA (PE)</p> <ul style="list-style-type: none"> I can use simple maps and diagrams to follow a trail. I can select appropriate equipment for the task. 	follow your map & find your treasure?
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of the different kinds of plants and animals and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. 	<p>Follow separate Science plan.</p> <p>Look at habitats and the animals and plants that survive there.</p> <p>Visit the school pond.</p> <p>Food chain diagrams</p>
PSHE	<p>As Wentworth citizens we will...</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> Learn about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. Learn about different rights and responsibilities that they have in school and the wider community. Learn about how a community can help people from different groups to feel included. Learn to recognise that they are all equal, and ways in which they are the same and different to others in their community. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> Learn the ways in which people can access the internet e.g. phones, tablets, computers. Learn to recognise the purpose and value of the internet in everyday life. Learn to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. Learn that information online might not always be true. 	
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> generate ideas by drawing on their own and other people's experiences develop their design ideas through discussion, observation, drawing and modelling identify a purpose for what they intend to design and make identify simple design criteria make simple drawings and label parts begin to select tools and materials; use vocab' to name and describe them assemble, join and combine materials in order to make a product evaluate against their design criteria evaluate their products as they are developed, identifying strengths and possible changes they might make 	Can we make a whole pirate ship in our classroom? What could we use? Photographic evidence.

	<ul style="list-style-type: none"> talk about their ideas, saying what they like and dislike about them 	
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> recognise that sacred texts contain stories which are special to many people and should be treated with respect. re-tell stories from the Christian Bible and stories from another Islam; suggest the meaning of these stories. ask and suggest answers to questions arising from stories Jesus told from another religion. 	<p>Read stories from the Bible. Follow RE planning</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. gain experience in applying colour with printing, dipping, fabric crayons. create and use dyes e.g. tea, coffee. explore a range of painting techniques. begin to mix colour shades and tones, lightening and darkening colours. use a brush to produce marks appropriate to work – e.g. a small brush for small marks. explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. talk about own work and that of other artists and the techniques they have used. 	<ul style="list-style-type: none"> Turner gallery for expressing opinions stormy seascapes Create Turner-inspired seascapes Create a map on fabric (tea staining) 
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> Explain how a particular computer follows instructions. Use a program: Scratch jr to learn Triggering Blocks (Yellow), Motion (Blue), Control (Orange), End Blocks (Red). To change stage 	<p>Computer Science – Scratch Junior on iPads</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> talk about cyberbullying and learn how to stay safe online teaches about different faiths and religions. Watch others moves and show respect. Give constructive criticism (PE) show mutual respect by being respectful when we do not agree with someone discuss mutiny! Individual choice or group choice? (pirate topic work) 	<p>These will be discussed through activities within the subjects.</p>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. I can coordinate my throwing and catching. I can work cooperatively in a team. I can change the rhythm, speed, level and direction in my dance. I can dance with control and co-ordination. I can make a sequence by linking sections together. Sequence and remember a short dance I can use dance to show a mood or feeling. I can develop control of movement using: 	<p>Team games Cricket</p> <p>Dance: Pirate theme</p>

	<p>QAA</p> <ul style="list-style-type: none"> • I can use simple maps and diagrams to follow a trail. • I can select appropriate equipment for the task. 	<p>See Geography</p>
<p>Music</p>	<p>As musicians we will ...</p> <p>Singing:</p> <ul style="list-style-type: none"> • join in confidently with whole class and assembly singing. • attempt to sing with others in a round. • remember the words to chants and rhymes and keep in time with others. • sing with expression (loud, quiet, happy, sad). Follow the pitch movements with hands and be able to use high, middle and low voices. <p>Playing Instruments</p> <ul style="list-style-type: none"> • play a range of classroom percussion instruments safely and carefully and with the correct technique modelled by the teacher. • copy rhythms from the teacher and other chn using clapping, vocal sounds or percussion instruments. <p>Notation</p> <ul style="list-style-type: none"> • attempt to follow graphic notation with support. 	<p>A pirate went to sea, sea, sea...</p> <p>https://www.youtube.com/watch?v=YOA3he2Gv4M</p> <p>A pirate ship sailed on the Alley-alley-oh</p> <p>https://www.youtube.com/watch?v=1mvKhUUcLB0</p> <p>The Pirate song</p> <p>https://www.youtube.com/watch?v=x7MgOk6ZdlQ</p> <p>Chn learn words, perform together and can add appropriate percussion. Can write extra verses as a class.</p>