



Oratory REAL Project Overview Spring

'Shine as to be a light to others'



Year: 2

Teacher: Miss Mckenzie -Ward

Project Name	Project Summary	Essential Question
<p>Emergency Services</p>	<p>Children will explore the role of the different emergency services through trips and visitors to the school. They will understand the role of the different emergency services and understand what they would need to do if they ever encountered an emergency. They will compare the emergency services today to those in the past, mainly through the exploration of the Great Fire of London and Florence Nightingale. By the end of the project, children will be able present their findings to parents and carers.</p>	<p>What can we do to help in an emergency?</p>

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p>Through the work produced in their books and through other work displayed through art and dt and computing.</p> <p>They will show understanding of the role of the different emergency services by preparing presentations for parents and carers. There will be an emphasis on speaking and listening and displaying their findings through different mediums.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Project launch will involve a drama workshop based around the life and times of Florence Nightingale. They will use what they have learnt to compare nursing in the past and present. They will also have to opportunity to visit the local fire station and a chance to see how a fire station works and how they respond to emergencies. Professionals from the different emergency services will be invited into school to talk to the children about their role and enable children to ask questions. Children will work towards preparing a presentation for parents and carers in order to answer the key question.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>The children will create a presentation for parents and carers in order to explain how the key question can be answered. Children will work in small groups to prepare their presentations through speaking and listening and different mediums (ie art, design, role play).</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through final drafts of works, which have been teacher, self and peer assessed throughout.</p>

REAL Project Planner Spring

Project Start	Project End
January	April

Key Outcomes	Trips and Experiences	Immersion – Classroom
<p>Writing recounts to explain what happened on trip to the fire station and what we learnt from visitors</p> <p>Writing information texts on the emergency services in the present day and from the past</p> <p>Use understanding of capacity to create their own medicines</p> <p>Design and create their own emergency service vehicle and use circuits to create sirens</p> <p>Create a presentation on one of the emergency services</p>	<p>Visit to the local fire station</p> <p>Visitors into class from the different emergency services</p> <p>St John’s ambulance first aid training</p> <p>Presenting their findings to parents and carers to answer the key question</p> <p>Florence Nightingale drama workshop</p>	<p>-Rescue boat with life jackets.</p> <p>- Police tape as children enter the classroom.</p> <p>-Camp fire and orange material draped across the ceiling.</p> <p>-Hospital role play area.</p>

Exhibition Venue	Exhibition Plan
Classroom	<p>Children will prepare presentations to show what they have learnt from visits, visitors and the work in class to answer the key question.</p> <p>They will be spilt into small groups and focus on one of the emergency services. They will choose how they wish to present their ideas and which medium that they wish to use. Each group will present parents/carers with an emergency scenario and explain what they would need to do in order to help. Invite key people from emergency services – contacts from visits.</p>

Weekly REAL Project Planning Spring

Date	Key Outcomes	Milestones and Skills
<p>Week 1</p> <p>What can we do to help in an emergency?</p>	<ul style="list-style-type: none"> *Introduce key question and answer to act as a baseline *Identify interests of children around the topic *Introduction to information texts *Understand what an emergency is 	<p><u>English</u></p> <ul style="list-style-type: none"> *Identify the main features of an information text. *Give examples of the main features of an information text. *Understand how these features can help the reader to find information. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> *Round numbers to the nearest 10. *Compare numbers by using the greater than, less than and equals symbols. <p><u>Science</u></p> <ul style="list-style-type: none"> *Name common everyday materials *Locate materials used on common objects. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> *Describe the journey of Mary and Joseph to Bethlehem. *Write in role, showing an understanding of a character's feelings.
<p>Week 2 + 3</p> <p>Who is famous for helping people in the past?</p>	<ul style="list-style-type: none"> *Sparkling start – Florence Nightingale drama workshop. *Using information texts to research the life and impact of Florence Nightingale. *Compare the work of Florence Nightingale to medical professionals today. *Writing a recount to show what they learnt from the drama workshop. *Presenting information learnt about Florence Nightingale in the form of a simple information text. *Mr Milligan to visit the class to describe the fire procedure in school. *Visit in class by a 	<p><u>English</u></p> <ul style="list-style-type: none"> *Ask and answer questions about a text. *Use the main features of a non-fiction to find specific information. *Explain and discuss understanding of texts. *Write a simple information text to show what they have learnt about Florence Nightingale. *Organise writing in line with its purpose. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> *Add and subtract numbers using the formal written column method. <p><u>Computing</u></p> <ul style="list-style-type: none"> *Introduce children to the scratch interface. *Select appropriate sprites and stages for the purpose. *Add text strings to an animation. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> *Describe the story of the Annunciation and understand the importance of the message. *Develop empathy with Mary on how she may have felt when she received the message. *Explore the choice that Mary had to make. <p><u>Science</u></p> <ul style="list-style-type: none"> *Distinguish between an object and the material that has been made. *Identify and name a variety of everyday materials. *Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Art</u></p>

	doctor.	*Mix materials to make texture. *Use a combination of materials that are cut, torn and glued.
Week 4 + 5 How did Jesus help those in need?	*Trip to the local fire station. *Creating own medicines. *Recognise how Jesus helped others through his miracle.	<u>English</u> *Organise writing in line with its purpose. *Plan by talking about ideas and writing notes. *Use some of the characteristic features of the type of writing used. *Use the correct tenses. <u>Mathematics</u> *Compare, describe and solve practical problems for capacity and volume. *Choose and use appropriate standard units to estimate and measure capacity (ml/l). <u>Science</u> *Describe the simple physical properties of a variety of everyday materials. *Identify and compare the suitability of a variety of everyday materials for particular uses. <u>Religious Education</u> *Define what a miracle is. *Explore stories from the Bible where Jesus performs miracles to help those in need. <u>Computing</u> *Control motion by specifying the number of steps to travel, direction and turn. *Select sounds and control when they are heard, their duration and volume.
Week 6 ASSESSMENTS	Complete and review assessments	Assessment week.
HALF TERM		
Week 7 + 8 Who are the people who help us today?	*Visit from doctor/police officer to talk to the class *Understand why we need emergency vehicles *Engage in class novel	<u>English</u> *Write about more than one idea. *Group related information and use paragraphs. *Discuss writing with the teacher and other pupils. <u>Mathematics</u> *Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. *Ask and answer questions about totalling and comparing categorical data. <u>Science</u> *Identify common appliances that run on electricity. *Construct a simple series electrical circuit. <u>Religious Education</u> *Consider how we can help those in need today – following the example of Jesus and his miracles. <u>Computing</u>

		<p>*Specify user input to control events. *Create conditions for actions by waiting for a user input.</p> <p><u>History</u> *Describe historical events. *Show an understanding of the concept of nation and a nation's history.</p>
<p>Week 9 + 10 What can we learn from the events of the Great Fire of London?</p>	<p>*Describe what happened during the Great Fire of London *Write in role to describe the feelings of people who experienced the Great Fire of London *Begin preparations for class showcase</p>	<p><u>English</u> *Use adjectives to add detail. *Use well-chosen adjectives. *Use adverbs for extra detail. *Say first and then write to tell others about ideas.</p> <p><u>Mathematics</u> *Calculate mathematical statements for multiplication and division. *Show that multiplication can be done in any order but that division cannot. *Solve problems involving multiplication and division using mental methods.</p> <p><u>History</u> *Observe or handle evidence to ask questions and find answers to questions about the past. *Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Design and Technology</u> *Cut materials safely using tools provided. *Demonstrate a range of cutting and shaping techniques. *Demonstrate a range of joining techniques.</p>
<p>Week 12 What can we do to help in an emergency?</p>	<p>*Class showcase to be presented to parents/carers</p>	<p>Assessment week</p>