



Oratory REAL Project Overview Summer

'Shine as to be a light to others'



Year: 2

Teacher: Miss McKenzie-Ward

Project Name	Project Summary	Essential Question
Caring for animals	Children will be introduced to a range of picture books to help them explore different types of animal and their food chains and life cycles. Children will research different types of animal and explore what we can do to look after them. They will have a trip to a farm to explore how the animals are cared for in this setting. Children will explore which animals are good to keep as pets and understand the responsibilities of the pet owner in order to care for them. They will look after class pet fish.	How can we care for different types of animal?

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 complete their own information leaflets to explain in detail the needs of an animal of their choice. They will explore how they care for their own pets and present their findings to parents and carers.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Project launch will involve a visit to a farm where children will be exposed to different animals, feed them and explore how the farm takes care of them. The use of picture books will introduce children to a wider range of animals. A visit from a local vet will encourage the children to ask their own questions to a real professional. Children will be encouraged to discuss their own experiences that they have with their own pets with their peers. They will help to look after class pet fish.</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 museum of different animals from different habitats and introduce them to the parents and explain their learning.</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 Summer

Project Start	Project End
April	July

Key Outcomes	Trips and Experiences	Immersion – Classroom
<p>Create an information leaflet explaining how to care for an animal of interest.</p> <p>Write a narrative based on the class novel.</p> <p>Explore the feelings of characters in a text.</p> <p>Pinpoint where different animals are from on a world map.</p> <p>Describe the life cycle of an animal.</p> <p>Understand what a food chain is.</p>	<p>Visit to Ash End Farm</p> <p>Visit from a local vet</p> <p>Experience different types of pets</p> <p>Presenting their findings to parents and carers to answer the key question</p> <p>Pet fish</p>	<p>-Boat with the penguin from “Lost and Found”. Artic scene, snow falling using cotton wool and string.</p> <p>-Habitat table board using different plastic animals.</p> <p>-Farmyard scene.</p>

Exhibition Venue	Exhibition Plan
Classroom	Through art and DT children will create exhibitions for a class museum. They will create leaflets to accompany their exhibitions. Parents and carers will be invited to visit the museum and talk to the children about different types of animals.

Weekly REAL Project Planning Summer

Date	Key Outcomes	Milestones and Skills
<p>Week 1</p> <p>How can we care for different types of animal?</p>	<ul style="list-style-type: none"> *Introduce key question. *Introduce class novel “Lost and Found” by Oliver Jeffers. *Explore what the children already know about animals. *Explore thoughts and feelings of characters. *Research how to look after class fish. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Ask and answer questions about a text. *Explain and discuss understanding of texts. *Predict events. *Discuss events. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> * Given a number, identify one more and one less. * Identify odd and even numbers. * Interpret and construct simple pictograms. <p><u>Science</u></p> <ul style="list-style-type: none"> * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> * Explore the importance of the Resurrection and consider the feelings of characters.
<p>Week 2 + 3</p> <p>What do animals do on a farm?</p>	<ul style="list-style-type: none"> *Sparkling start – Trip to Ash End Farm *Identify main characters in class text. *Explore thoughts and feelings of characters. *Construct conversations between characters. *Think about how the penguin ended up on the boy’s doorstep. *Interpret and construct a range of data collection tables. *Explore the significance of the story of Noah’s Ark. *Create animal masks, sewing animals, making own aquarium (to be continued throughout May – SATs). 	<p><u>English</u></p> <ul style="list-style-type: none"> *Ask and answer questions about a text. *Explain and discuss understanding of texts. * Infer what characters are like from actions. * Say first and then write to tell others about ideas. * Write, review, and improve. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> * 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. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> * Understand the importance of the promise God made to Noah. <p><u>Science</u></p> <ul style="list-style-type: none"> * Identify and name a variety of common animals that are carnivores, herbivores and omnivores. * Describe and compare the structure of common animals. <p><u>Art</u></p> <ul style="list-style-type: none"> * Explore ideas and collect visual information. * Use a combination of shapes * Use techniques such as rolling, cutting, moulding and carving. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> * Cut materials safely using the tools provided. * Join textiles using running stitch. * Colour and decorate textiles.
<p>Weeks 4, 5, 6 and 7</p>		<p>SATs and revision</p>
<p>HALF TERM</p>		

<p>Week 8 + 9</p> <p>Where do different animals come from?</p>	<p>*Exploring habitats. *Retell class novel. *Write own narrative. *Measuring temperate and exploring climates. *Visit from a local vet. *Trip to the Reservoir to locate different types of animal. *Locate places of animal habitat on a map.</p>	<p><u>English</u> * Use adverbs for extra detail. * Re-read reading to check that it makes sense. * Sequence sentences to form a short narrative. * Use subordination and coordination.</p> <p><u>Mathematics</u> * Choose and use appropriate standard units to estimate temperature. * Measure and begin to record time (hours, minutes and seconds). * Compare, describe and solve practical problems for time.</p> <p><u>Science</u> * Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and how they depend on each other. * Identify and name a variety of plants and animals in their habitats.</p> <p><u>Religious Education</u> * Explore the actions of Abraham with regards to his son Issac.</p> <p><u>Geography</u> *Ask and answer geographical questions. *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied.</p>
<p>Week 9 + 10</p> <p>What do animals need to survive?</p>	<p>*Write their own version of “Lost and Found”. *Explore direct speech of characters from the text. *Work out how much money is needed to care for their class pet. *Explore food chains – link to “The Gruffalo”.</p>	<p><u>English</u> *Use some of the characteristic features of the type of writing used. * Write, review and improve. * Organise writing in line with its purpose. * Re-read writing to check it makes sense. * Write about more than one idea. * Sequence sentences to form a short narrative.</p> <p><u>Mathematics</u> * Recognise and use symbols for pounds £ and pence p. * Combine amounts to make a particular value. * Find different combinations of coins that equal the same amount of money. * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Science</u> * 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> <p><u>Religious Education</u> * Identify the structure and layout of the Bible.</p>
<p>Week 11 and 12</p> <p>How can we care for different</p>	<p>*Prepare information leaflets on different types of animal. *Prepare showcase for parents.</p>	<p><u>English</u> *Organise writing in line with its purpose. *Write about more than one idea. *Group related information. *Use the correct tenses. *Use subject specific vocabulary to explain and describe.</p>

types of animal?	*Class showcase to be presented to parents/carers.	*Speak in a way that is clear and easy to understand. *Give just enough detail to keep the audience engaged. *Vary language between formal and informal according to the situation.
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