

Overall outcome
Share work in classroom at the end of T1

Children's Rights Links – Articles

- Narrative Hook:**
- Trolls – the Queen's advisors want to cull trolls and she needs to know more about them, from observations and scientific fact-finding, before making her decision
 - Task: track down and observe trolls
 - Place – secret Garden
 - Problem – trolls are causing damage to the garden
 - Possibilities – problem solving to live together harmoniously

Texts: *Giraffes Can't Dance* by Giles Andreae, *Shine* by Sarah Asuquo, *Who am I? I am Me*, *Rosie Revere, Engineer*, and *Ada Twist, Scientist* by Andrea Beaty

Key Vocabulary and links to other languages:
Tolerance, different, same, gender, girl, boy, man, woman, stereotypes, impressions, reputations

Yr 2 Term 1 – Can you judge a book by its cover?

Areas of learning (theme/subject)
Geography – maps, aerial photographs
Science – Habitats and food chains
PSHCE (Circle Time) – Why we are here, Personal power, Glad to be me, Celebrating differences.

Resources
Secret garden area of school, aerial photos (Google Maps)

Transformative diverse individuals
Mary Anning
OUFC and Oxford City women's teams,

Content: What will we learn?

- Use aerial photos to recognise landmarks and basic human and physical features.
- Draw simple map and make a key.
- Describe habitats for different animals.
- Describe what a habitat is.
- Explain what a food chain is and give an example.
- Positional language (above, under, below, in front, behind, next to).
- How to write a letter.
- How to write a report.

Creativity: How will we show we understand in multiple ways?

- Persuasive debate – regarding stereotyping
- Physical tests of strength and stamina, mental tests to solve puzzles.
- Drama to support playwriting
- Art/DT to create props and scenery for play
- Music composition for play

Coherence: How does this project link to other year groups and core subjects?

- Connections to previous learning:**
Link to Y1 project about inclusion and links to elderly people in the community.
- Connections to future learning:**
Y4 – Can we future proof our planet?
Y5 – Do we have the power?
- Connections to core learning:**
English – Writing to persuade, playwriting to produce KS1 play
Maths – measuring and statistics skills
Science – Ourselves topic

Compassion: What opportunities are there for compassion and empathy?

- Understanding that everyone is unique and individual
- Reflecting on the trolls being judged by the way that they look.

Community: Where are the links to local expertise and resources? Visits/visitors?

- Possible visits from:
- Local women's football teams
 - Male dancers
 - Female skateboarders