

MAIN DRIVER – Science –

Children will investigate and test different materials, the properties of metal, how materials change over time. They will build robots with different materials and test them. Children will investigate which materials would be best for the robot at different times in the story.

Children will look at seasonal change, exploring the language and imagery around this in the text.

Impact of rubbish and recycling – what can we recycle, use ‘rubbish’ to build a robot.

NUMERACY

Fractions – Use fractions in the construction of robots

Measuring – Distance travelled, scale on maps, and height of mountains. Map own journey of the robot, using positional vocab.

Properties of Shape – Use artist Paul Klee to look at properties of 2d shapes, children then design own robot 2d shape picture. Examine properties of 3D shapes looking at construction of bridges and building robots.

Multiplication & Division – arrays using different parts to build robots. Robot word problems.

WOW/IMMERSION

Week 2

Spring – Half day workshop programming robots.

Diary entry to show how the bluebird is feeling on the journey.

Week 4 – T4W

Narrative journey story, Chn to write their version of ‘The Robot and the bluebird.

P.E.

Team games – co operation

Gymnastics – using robot moves/balances

LITERACY

The Robot and the Bluebird – David Lucas

Robot Poetry – ‘I built a Robot Rabbit’ – Jojoba Mansell

Traditional Tales – Listen, My Bridge Is So Cool: The Story of the Three Billy Goats Gruff as Told by the Troll (Other Side of the Story – Nancy Leowen

Week 5 & 6

Robot Poetry – to write our own robot poems.

Legacy– Visit to the Angel of the North, children invent their own robot to help humans, mini science fair for class to present their robots (rest of school/parents/experts)

Hist/Geog (when not the main driver)
Geography – Atlas Skills Identify on global map which countries produce Robots and are the main inventors of robots. Examine the migrating patterns of birds across the continents. **Research** – Japan as main driver of innovation and progress of robot technology. Make a booklet about their findings. **Local Area** - Using Google maps/images locate all the bridges on the River Tyne and make own map, identifying and naming the bridges. **History** - Create a timeline about the developments of robots. **Research** the pioneers of the first robots and the robots of today. **Report** – Research and write a report about the Great fire of Newcastle

Legacy

Spring 2 – Trip to Quayside, Bridge tour and walk. Build our own model Newcastle Bridge/houses from the fire of Newcastle – hopefully set them on fire.

Spring 2 WOW - Workshop how to build bridges.

Poster - how to build a bridge

Letter – Persuasive letter from one of the goats to the other goats to cross the bridge.

PSCHE

Using the story look at helping each other/selfishness

CREATIVE

D&T – Clayton Bailey, make our own robot sculptures. Design and build own robot to help humans.

Design and build a bridge and houses/buildings from the era of the Great fire of Newcastle.

ART – Eric Joyner and Karl Egenberger paint our own robot pictures.

Music Compose pieces of music using repeating patterns and Inads

Computing

Programming – Workshop to programme robots.

Ipads – Create a book, record facts about robots.

T4W – class write own version of ‘Three Billy Goats Gruff’

SPAG

Learn to spell common ‘exception’ words. Use . ! ? , and ’ Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English

Spring Term 2019 – Year 2

‘Inventions’

Question: ‘How can Inventions help us?’

Robots and Bridges