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| Metacognitive strategies The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Topic Tasks (offline and online) **PSHE****Geography** | Topic including PE - Task (offline and online) **Science****PE** |
| **Geography -**Main learning objective: To understand there are seven continents. Desired outcome: To be able to name the continents and find them on a map.Assessment activities to by submitted by Wednesday 9th September 2021.**Session 1:**Open PowerPoint ‘Our Planet’. Recap facts on the first few slides. Can children remember any of those facts? Is anyone learning it for the first time?Look at maps of the world. Introduce names of continents and oceans. Listen to song -<https://www.youtube.com/watch?v=K6DSMZ8b3LE>Work through the rest of the PowerPoint answering questions together and discussing. Activity:Open seven continents labelling activity.Using the slide on the PowerPoint, children can find a continent from the slide and label on their sheet. Children to colour continents and label.If children are finding the writing tricky, support can be given with spelling (main focus is for the children to be able to find it and name it. Spelling can be supported)Challenge:Label oceans – children can use atlases to find names of the oceans and then label on their sheet.**Session 2:**Open ‘Desert animals PPT’ Recap last lesson and listen again to the song:<https://www.youtube.com/watch?v=K6DSMZ8b3LE>What is a desert? Discuss - what can children tell you? Click the link from DK Find out. Have a little look at some new facts. Have a look at some quick facts together. Can some of the children read them aloud? Desert Animal Habitats Slide - complete the PPT learning some facts about some desert animals. Activity:Each child has a camel picture. Stick in the centre of their book and write some facts around the outside of the camel creating a diagram showing what they know.SEN camel labels - offers extra support for either cutting and sticking or to support spelling for copying out.  | **Science**Main learning objective: To understand that some things are alive, not alive and have never lived.Desired outcome: To be able to find objects that come under each category of alive, dead, never alive (alive, not alive, have never lived) Assessment activities to by submitted by N/A**Session:**Open PowerPoint ‘Alive, Dead, Never Alive’.Look through the slides together and discuss.In groups, children to go outside and take photographs of things that are ‘Alive, Dead, Never Alive.’Come back to class and discuss some of the photographs. Create a class list under each heading talking about what they found. Print some photographs off to display in class. **PE** Main learning objective: To be able to follow instructions during physical group activity. Desired outcome: Children are able to stop, go etc. and follow instructions immediately within a large group. Assessment activities to by submitted by N/A**Session:**Independence - getting changed. Where our clothes go, looking after our things.Go through rules for PE. Group games with class. Traffic light games, time on the gym, games using the markings on the playground.  |
|  | **PSHE**Main learning objective: To be able to think about what makes a good learner.Desired outcome: Children will be able to reflect on how they will work within Year 2 and begin to build teamwork.Assessment activities to by submitted by N/A |  |
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