

<b>Title:</b> Important People	<b>Project overview</b> The aim of the project is to develop an understanding of a range of significant people and why they are deemed as significant, why it is important to live a healthy lifestyle and to feel confident when performing drama and to know that each individual is important for the drama to work.	<b>Hook</b> A visitor to talk about 'being on the stage'	<b>Text(s)</b> The Day the Crayons Quit – guided reading  Voyage and Return – literacy text  Play script	<b>Maths overview</b> Money Multiplication Division
<b>Year group</b> 2				
<b>Driving question</b> What makes someone important?	<b>Key Vocabulary</b> Significant, important, performance, confidence, variety of significant people's names, off spring, hygiene, healthy, balance, carbohydrates, fats, sugars, protein, fibre, salt, exercise, lifestyles	<b>Intended outcome</b> By the end of the project the overall outcome will be a performance by all of the children.	Newspaper report - non-fiction text	<b>Areas of learning</b> <b>Subjects</b> Drama, Science, Art, History, ICT, Music, RE, PE
			<b>Resources</b> Chrome books, library books, materials for creating props, play scripts, Michelle Reader artwork examples.	
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
Link to FC – <ul style="list-style-type: none"> <li>● Role play</li> <li>● Physical development – knowing the importance of being healthy</li> <li>● Expressive arts</li> </ul>	<ul style="list-style-type: none"> <li>● The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>● The importance of exercise for humans.</li> <li>● Knowing about eating the right amount of food and the right types of food.</li> <li>● Understanding personal hygiene.</li> <li>● How to use their voice expressively through</li> </ul>	<ul style="list-style-type: none"> <li>● Designing and creating props for their own play. Children understanding how to use recycled materials for this and being imaginative with their own ideas.</li> <li>● Learning songs and music to suit the style of their play.</li> </ul>	Being resilient to learning new and challenging vocabulary.  Being resourceful by using materials around the	Link to year 3 – <ul style="list-style-type: none"> <li>● Understanding that humans need the right amount</li> </ul>

<p>and design – songs and music</p> <p>Link to year 1 –</p> <ul style="list-style-type: none"> <li>● Fabulous Food project – healthy me</li> <li>● Previous years nativity</li> <li>● To infinity and beyond project – significant people</li> </ul>	<p>songs and acting.</p> <ul style="list-style-type: none"> <li>● Understanding and using a script correctly.</li> <li>● How to design and create props.</li> <li>● How to design and create artwork using recycled materials.</li> <li>● Self portraits: Pablo Picasso, Paul Klee</li> </ul>	<ul style="list-style-type: none"> <li>● Practising and becoming confident to perform – drama workshops.</li> <li>● Children using their voices to show different skills of significant people.</li> <li>● Children using their bodies to show different skills of significant people.</li> </ul>	<p>classroom/school/ environment to use for artwork and props.</p> <p>Being respectful towards each other when practising and performing our play.</p> <p>Taking responsibility for own learning when learning lines.</p>	<p>of nutrition.</p> <ul style="list-style-type: none"> <li>● Queen Victoria – significant individual</li> </ul> <p>Link to year 4 –</p> <ul style="list-style-type: none"> <li>● Alfred the Great – significant individual</li> </ul> <p>Link to year 5 –</p> <ul style="list-style-type: none"> <li>● Ancient Greeks – why they are important and what they have done for us.</li> </ul> <p>Link to year 6 –</p> <ul style="list-style-type: none"> <li>● Recognising the impact of diet and</li> </ul>
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