

Challenge Pack Home and away

Learning Challenge

Can we create a non-fiction book and video to share information about our local area and another part of the world?



Hooks or memorable experiences

Walk around local area.
Artist visiting school.
Holly lodge drummers.
Chinese Dance and Dragon dance

Public Outcome – How will this demonstrate learning?

Children produce an information video and book about the similarities and differences between Smethwick and Guiyang in China.

Class texts- whole class reading, extracts, thematic books

The Legend of Nian

The Empty Pot

The Unhappy Stonecutter

Midnight Tiger

The Magic Paintbrush

Please Mr. Panda

Oi Get Off Our Train

Nativity Story

How to paint willow plates

Asia

Tigerella

The Tiger Skin Rug

The Willow Pattern Story

Chester Choi

The Story of Rama and Sita

'Twas the Night Before Christmas

My First Atlas

All about China

Lets look at China

China

Thinking and learning skills and tools – We use Building Learning Power and thinking organisers (like mindmaps, CAFs and PMIs) to help us be good learners. We learn how to work independently and not give up even when we face a challenge.

Collaboration

Perseverance

Noticing

Empathy and Listening

Imagination

Concept Questions-

What is culture?

What is religion?

Why are these so important to people?

Does everyone need to believe the same thing?

Why are stories important to many people?

Why do people celebrate?

What features make a place a good place to live?

Key Questions those asked to measure understanding of pupils at key milestone points during the term

Where would you prefer to live, Smethwick or Guiyang? Why? (Geography)

What is a settlement?

What is a locality?

Why is light important to religions and celebrating? (RE)

What are the continents and oceans of the world? (Geography)

Would you tell someone your real name on the internet? Why? (Computing)

What kind sounds or instruments would you use for a dragon dance? (Music)

Why is fitness important? What can we do to get fit? (PE)

If I'm trying to draw something, what do I need to think about? (Art)

Year Group	2	Term	Autumn 1 and 2	Challenge pack	Home and Away
SUBJECT FOCUS	Children will learn about/ will know ... (Declarative knowledge)		Children will know how to... (Procedural knowledge)	Prior learning (Schemata) Highlighted sections show work that needs to be revisited or that was missed due to covid.	Vocabulary
Geography	<p>What are the 7 continents and 5 oceans of the world? <i>North America, South America, Europe, Asia, Africa, Australia, Antarctica</i> <i>Atlantic, Pacific, India, Southern, Arctic</i></p> <p>What human and physical features will you find in Guiyang/Smethwick? <i>Physical- river, forest, caves, mountain canal,</i> Human- University, Science centre, canal, towns and villages.</p> <p>What are the four compass directions? North south east west</p> <p>What is an aerial view? What is an eye level view? How are they different? (Why is aerial view important to map makers?) <i>Aerial view is taken from above to locate landmarks (human and physical)</i> <i>An eye-level view is what things look like as you see them.</i> Knows that a map key shows human and physical features on a map.</p>		<p>G 2.1a Name the continents and oceans of the world</p> <p>G 2.1 Use geographical words e.g. town, city, to describe the local area and its features and compare Smethwick to a rural village in the Guizhou province of China.</p> <p>G 2.2 Describe features of an area using geographical terms e.g. hospital, places of worship, shops, mountains, transport, river, canal, library, motorway.</p> <p>G 2.4a Use a junior atlas to locate key places (including hot and cold places)</p> <p>G 2.4 Create a simple map using basic symbols in a key to recreate their own classroom.</p> <p>G 2.5 Following directions, starting to use north, south, east and west</p>	<p>Compare differences and similarities between local area and natural environment.</p> <p>UK and its 4 countries and seas</p> <p>North and South Pole, equator on a globe and map. Identify hot and cold places, as well as placing animals on a map according to where they think they live.</p> <p>(Revisit due to Covid)</p>	<p>Human and Physical Feature</p> <p>Aerial photo</p> <p>Compass direction north south east west Equator</p> <p>Oceans continents countries</p> <p>Canal bridge town motorway train tracks house shops settlement locality church Gurdwara park pond swimming baths school farming fields rice paddy tower</p> <p>River coast mountain hill forest sea ocean valley rainforest grassland desert savannah</p>
RE	<p>Who celebrates Diwali? Sikhs and Hindus share the celebration but have different special people.</p> <p>How do Hindus and Sikhs celebrate Diwali? decorating their houses, wearing special clothes and lighting divas.</p> <p>Why do Hindus and Sikhs celebrate Diwali? Sikhs- the story of the Guru's cloak (Guru Har Gobind) Hindus- the story of Rama and Sita.</p> <p>What is an important symbol in Hinduism, Sikhism and Christianity? Consider why Light is an important symbol.</p> <p>Why is Christmas important to Christians? The Nativity, the birth of Jesus, good news. Christians believe Jesus is the son of God. Know key religious beliefs from stories</p>		<p>RE 2.2a Describe religious figures studied</p> <p>RE 2.2b Identify similarities between 2 religions.</p> <p>RE 2.3 Suggest meanings of religious symbols or objects (light)</p> <p>RE 2.3a Describe how beliefs are expressed differently</p> <p>RE 2.5 Discuss own and other's religious experiences</p> <p>RE 2.5a Describe values in their own life and others</p> <p>Learn to respect that people have different beliefs</p>	<p>Islam – five pillars, place of worship, special book, Eid.</p> <p>Nativity stories retold</p>	<p>Special book</p> <p>Place of worship</p> <p>Bible, Guru, Rama, Sita, Hanuman, Divas, Holy Sacred (adjectives linked to the Guru's cloak) Respect, faith, belonging, God, Pray, Prayer, joy, hope, peace, love</p>

<p>Art</p>	<p>Which tools and materials are best for a task? Use a range of materials to create artwork and different effects. Use of water colour, poster paint, fabric pens, pastels and different types of brush. What is the difference between drawing and sketching? Select a pencil type for the task and give reason for choice. Shade to create dark and light, short light strokes. Can I tell you the key features of some Chinese artwork and use this in my own work? Know the features of some Chinese art- symbols, brush strokes calligraphy eg. willow plate patterns and motifs</p>	<p>A2.2 Use charcoal (or other media) to create shade, focusing on black to white A12.6 Identify what they might change in their current work to improve it A2.3 Use different sizes of brush and work at different scales (e.g. large paper, thin brush) A2.1 Select ideas from a studied artist or art form to use in own work</p>	<p>Familiar with felt pens, paper, poster paint, watercolour painting, Selecting tools for a purpose. Sketching and using different materials taught in year 1 also. shading, HB: B get softer, H get harder</p>	<p>Line, mark, thin, thick, curl, round, zigzag, dark, light, straight, detail, foreground, background, size, proportion, materials, media</p>
<p>Design Technology</p>	<p>Can I build a structure/artwork and explore how to make it stronger and more stable? properties of different materials, what makes card/paper stronger, Know a range of simple joining techniques How can a plan help me create a good piece of artwork? Know what a plan is for, to share ideas, create templates and mock-ups.</p>	<p>D&T 2.1 Generate ideas for a design based on other's ideas and experiences D&T 2.1a Create a simple plan of how to make my product D&T 2.2 Describe how to join certain materials being used D&T 2.4 Evaluate my outcome against my design identifying strengths and areas for improvement D&T 2.4a Discuss what I like and dislike about how I made my product and what I could improve on</p>	<p>Used their own ideas and experiences to generate a design idea. Choose suitable materials. Know some different types of card. Know some different types of glue and tape Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose.</p>	<p>Join, plans, equipment, materials, improve, evaluate, craft, design, like, dislike, detail, form, present, product, masking tape, sellotape, PVA glue, pritt stick, pins, staples, split pins.</p>
<p>Music</p>	<p>How can I use my voice? Know the difference between singing, talking, shouting, chanting. Use voice expressively and creatively by singing songs. How can different instruments be played? Which instruments are tuned? Knows the names of percussion instruments and can play these. Know the meaning of - volume (loud and quiet dynamics), pitch (high and low), tempo (fast and slow), rhythm, beat (always the same).</p>	<p>M2.1 Sing following a melody with an awareness of pitch M2.1a Sing with increasing/ decreasing volume (dynamics) M2.4 Create repeated patterns with instruments 2.5 Perform simple patterns or accompaniments, keeping a steady pulse M2.3 Play a simple rhythmic pattern on an instrument</p>	<p>Missed learning due to Covid. Dynamics, musical notation, performing, texture, composing and creating music. What is a rhyme? History of playground games. Rhythm.</p>	<p>Dynamic, loud, quiet, pitch, high, low, tempo, fast, slow, table.</p>
<p>ICT and Computing</p>	<p>What can I do to stay safe online? Use Hector, tell an adult, only use a computer with an adult in the room, don't give out personal information. E-safety SMART acronym for safer internet usage. How do I find information using the internet?</p>	<p>C2.2 Save work with a name and date C2.4 Navigate backwards and forwards on a website</p>	<p>E-safety hector rules Retrieving media. Using a keyboard Programming a set of instructions</p>	<p>Icon cursor mouse screen save retrieve open keyboard computing document text image return spacebar backspace caps lock</p>

	<p>Use of the internet and google</p> <p>How can I save and retrieve information? Know that information is saved in folders and named to be easily located and opened</p>	C2.3 Collect and place information (words, pictures) in a table	<p>Knowledge of computer parts and functions. Space, shift, return, delete. Auto save or clicking on the save icon.</p>	<p>shift font copy paste delete</p>
RHE	<p>How can I stay safe around fires and fireworks? Know fire safety rules for evacuating school and safety rules for fireworks.</p> <p>How do I stay safe around roads? Know the road safety rules, stop, look, listen.</p> <p>How do I keep myself safe on the internet? Use Hector, tell an adult, only use a computer with an adult in the room, don't give out personal information. E-safety SMART acronym for safer internet usage.</p> <p>Can I label my emotions and explain why I am feeling a certain way? Understand different emotions and begin to help myself feel better.</p>	<p>M6.1 I can identify what it means to feel safe and happy.</p> <p>M3.2 I can describe the importance of expressing emotions</p> <p>M3.3 I can explain how good values and behaviours can make someone a positive person or hero</p> <p>M4.4 I can describe the importance of forgiveness and moving forward in friendships.</p> <p>M4.3 I can describe the importance of kindness and helping a friend.</p>	<p>Fire evacuations have been carried out in the previous years.</p> <p>Firework, internet – hector advice, road safety hold hands, curb awareness.</p>	<p>Alarm, single-file, Curb, traffic, crossing, pelican, zebra, lollipop lady/man Emotions: anger, joy, sadness, disgust, fear, surprise</p>
PE	<p>How do I prepare my body for physical exercise? To know that I need to warm my body up before stretching. To know why we stretch our muscles</p> <p>What happens to my heart when I exercise? To know that the heart beats faster so that it can pump blood around the body to give oxygen.</p> <p>Can I explain the key techniques used to throw and catch a ball accurately? Stable base, large hands, look at target, overhead, underarm, position of legs/arms.</p> <p>What is a tactic? Tactic is used in game situations to help you win, use of attack and defence.</p>	<p>2.1 Create a sequence by joining moves together</p> <p>2.3 Develop ball skills with a medium sized ball (throwing catching, rolling, kicking)</p> <p>2.3a Participate in a game against an opposing side</p> <p>2.7 Recognise good quality in performance and what could be improved</p> <p>2.7a Describe what the body feels like during different types of activity</p>	<p>Created their own team games involving tactics with attacking and defending.</p> <p>Developed balance and agility and coordination through gymnastics.</p>	<p>Agility, balance, co-ordination, base, muscles, heart rate, pulse, speed, agility, co-ordination, stable, attack, defend, circuit, overarm, underarm, aerobic, striking, fielding</p>
	<p>Areas highlighted were taught remotely in year 1 and will be revisited in year 2 to ensure learning is secure.</p>		<p>Know dinosaurs are no longer alive. Saber-toothed cat, Woolly Mammoth, Dodo. Great Auk, Black Rhino.</p> <p>Fossils, bones, cave paintings, photographs.</p> <p>Which people are famous for recording information about animals?</p> <p>Evolved to survive.</p>	

			Saber-tooth cat- Tiger, Woolly Mammoth- elephant, dodo- turkey, Great Auk- Penguin. Black rhino- grey rhino.	
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