

## 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.  
Visit to Gurdwara  
Visiting speakers for locality  
Our mural

**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                         | Tigerella                          |
| The Empty Pot                              | The Tiger Skin Rug                 |
| The Unhappy Stonecutter                    | The Willow Pattern Story           |
| Midnight Tiger                             | Chester Choi                       |
| The Magic Paintbrush                       | The Story of Rama and Sita         |
| Please Mr. Panda                           | 'Twas the Night Before Christmas   |
| Oi Get Off Our Train                       | <a href="#">My First Atlas</a>     |
| Nativity Story                             | <a href="#">All about China</a>    |
| <a href="#">How to paint willow plates</a> | <a href="#">Lets look at China</a> |
| Asia                                       | <a href="#">China</a>              |

**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 4 countries of the UK? and their capitals?  
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 ... <b>(Declarative knowledge)</b>			Children will know how to... <b>(Procedural knowledge)</b>	Prior learning <b>(Schemata)</b>	Vocabulary	
Geography	<p><b>This term we will be going on a walk of the local area of Smethwick to study it's features.</b></p> <p>Lesson 1 Topic hook –use of mural in school hall.</p> <p><b>Lesson 2. Using a map and Atlas</b></p> <p><b>What are the four compass directions?</b> North south east west</p> <p><b>What is an aerial view? What is an eye level view? How are they different? (Why is aerial view important to map makers?)</b></p> <p><i>Aerial view is taken from above to locate landmarks (human and physical)</i></p> <p><i>An eye-level view is what things look like as you see them.</i></p> <p>Different groups on each table make an aerial or eye view map of the classroom and compare these.</p> <p>Know that a map key shows human and physical features on a map.</p> <p><b>Lesson 3.</b></p> <p><b>What countries make up the United Kingdom?</b></p> <p>England, Scotland, Wales, Northern Ireland</p> <p><b>What are the capital cities of each of the countries in the UK?</b></p> <p>London, Edinburgh, Cardiff, Belfast</p> <p><b>What seas surround the UK?</b></p> <p><b>What are the 7 continents and 5 oceans of the world?</b></p> <p><i>North America, South America, Europe, Asia, Africa, Australia, Antarctica</i></p> <p><i>Atlantic, Pacific, India, Southern, Arctic</i></p> <p><i>Use google maps and world maps to demonstrate nesting of London – England – Great Britain – Europe – world - planet earth.</i></p> <p><b>Aut 2</b></p> <p><b>Lesson 1 and 2</b></p> <p>Local study- review learning from Y1 and describe features of the area.</p> <p><b>Smethwick and the surrounding area</b></p> <p><b>Lesson 3, and 4</b></p> <p><b>What human and physical features will you find in Guiyang/Smethwick?</b></p> <p><i>Physical- river, forest, caves, mountain,</i></p> <p><i>Human- University, Science centre, railway, road, canal, towns and villages.</i></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>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>	<p>Local area field work and maps</p>

History	<p><b>Aut 1</b></p> <p><b>What industry was our local area famous for?</b> Study the mural in the hall and find out the history behind it. Make links with local historic society to come to talk to us about it.</p> <p>Who are the local people that make up our local community in Smethwick? (Use J Stamps and S Green's local knowledge. And interview first generation immigrant who settled into Smethwick in the late 1960s.)</p> <p>Find out about the history of Sikhs settling in Smethwick and what this looks like today.</p>			
RE	<p><b>Who celebrates Eid?</b></p> <p><b>Who celebrates Diwali?</b> Sikhs and Hindus share the celebration but have different special people.</p> <p><b>How do Hindus and Sikhs celebrate Diwali?</b> decorating their houses, wearing special clothes and lighting divas.</p> <p><b>Why do Hindus and Sikhs celebrate Diwali?</b> Sikhs- the story of the Guru's cloak (Guru Har Gobind) Hindus- the story of Rama and Sita. Visit local Gurdwara.</p> <p><b>What is an important symbol in Hinduism, Sikhism and Christianity?</b> Consider why Light is an important symbol.</p> <p><b>Why is Christmas important to Christians?</b> 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. Nativity stories retold</p>	<p>Special book Place of worship 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>
Art	<p><b>Recap work from Y1 including:</b></p> <p><b>Which tools and materials are best for a task?</b> 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.</p> <p><b>What is the difference between drawing and sketching?</b> Select a pencil type for the task and give reason for choice. Shade to create dark and light, Sketching is about capturing quickly what we see using a pencil. Ink or charcoal- it is about lines, marks and shade, made by using the drawing tool in different ways.e.g pressing hard or lightly using tip or side of nib. It is the first step to a finished drawing.</p>	<p>A2.2 Use charcoal (or other media- INK/black watercolour) to create shade, focusing on black to white</p> <p>AI2.6 Identify what they might change in their current work to improve it</p> <p>A2.3 Use different sizes of brush and work at different scales (e.g. large paper, thin brush)</p> <p>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.</p> <p>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><b>Aut 1</b> Can I tell you about the mural in our school and use my knowledge of modern Smethwick to create my own mural? Know the features of a mural and its importance to our school. Identify features of Smethwick that are important to me and my community. Use different media to create my own mural of Smethwick (photography, sketching, ink drawing. To look closely at an artist's work to use in my own work (Stephen Wiltshire).</p> <p><b>Aut 2</b> <b>Can I tell you about the key features of some Chinese artwork and use this in my own work?</b> Know the features of some Chinese art- symbols, brush strokes, calligraphy eg. willow plate patterns and motifs, work of Xu Beihong. Using black and white photos of animals to work from to capture areas of light and shade- using charcoal as an alternative to ink and use a rubber to add lighter areas.</p>			
Design Technology	<p><b>Can I build a structure/artwork and explore how to make it stronger and more stable?</b> properties of different materials, what makes card/paper stronger, Know a range of simple joining techniques</p> <p><b>How can a plan help me create a good piece of work?</b> Know what a plan is for, to share ideas, create templates and mock-ups.</p> <p>Can I create a <b>moving Christmas card</b> to celebrate the season with my family?</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	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.	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.
Music	<p><b>How can I use my voice?</b> Know the difference between singing, talking, shouting, chanting. Use voice expressively and creatively by singing songs.</p> <p><b>How can different instruments be played?</b></p> <p><b>Which instruments are tuned?</b></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	Dynamics, musical notation, performing, texture, composing and creating music. What is a rhyme? History of playground games. Rhythm.	Dynamic, loud, quiet, pitch, high, low, tempo, fast, slow, table.

	<p>Knows the names of percussion instruments and can play these.</p> <p>Know the meaning of - volume (loud and quiet dynamics), pitch (high and low), tempo (fast and slow), rhythm, beat (always the same).</p>	<p>patterns or accompaniments, keeping a steady pulse</p> <p>M2.3 Play a simple rhythmic pattern on an instrument</p>		
ICT and Computing	<p><b>What can I do to stay safe online?</b></p> <p>Use Hector, tell an adult, only use a computer with an adult in the room, don't give out personal information.</p> <p>E-safety SMART acronym for safer internet usage.</p> <p><b>How do I find information using the internet?</b></p> <p>Use of the internet and google</p> <p><b>How can I save and retrieve information?</b></p> <p>Know that information is saved in folders and named to be easily located and opened</p>	<p>C2.2 Save work with a name and date</p> <p>C2.4 Navigate backwards and forwards on a website</p> <p>C2.3 Collect and place information (words, pictures) in a table</p>	<p>E-safety hector rules</p> <p>Retrieving media.</p> <p>Using a keyboard</p> <p>Programming a set of instructions</p> <p>Knowledge of computer parts and functions.</p> <p>Space, shift, return, delete.</p> <p>Auto save or clicking on the save icon.</p>	Icon cursor mouse screen save retrieve open keyboard computing document text image return spacebar backspace caps lock shift font copy paste delete
RHE/PSHE	<p><b>How can I stay safe around fires and fireworks?</b></p> <p>Know fire safety rules for evacuating school and safety rules for fireworks.</p> <p><b>Can I label my emotions and explain why I am feeling a certain way?</b></p> <p>Understand different emotions and begin to help myself feel better.</p> <p><b>Can I understand that families and friends take many forms and are the people that keep us happy, healthy and safe?</b></p> <p>Respect, love and security</p> <p>Recognising safe and trusted adults.</p> <p><b>Can I recognise the values that help me to develop good relationships with friends, family and others?</b></p> <p>Understand trusted adults, what to do if I am worried, being a team player, tolerance</p> <p><b>Can I understand how to keep safe?</b></p> <p>Using the pants rule, the internet, through my diet and exercise, hygiene, in my local and school community</p>	<p>E3.2 I can list my emotions and how I show / express them</p> <p>E3.3 I can describe what values</p> <p>E4.2 I can identify when working together is important</p> <p>E4.3 I can discuss what I might do to make up with a friend</p> <p>E4.2 I can describe what it means to forgive a friend or have empathy in a situation</p> <p>E5.1 I can practice short times of mindfulness or 'enjoying the moment'</p>	<p><b>What are the 5 FIDES School values and how can we show these through our new Learning Challenge?</b></p> <p>F- share with family, I- insist on excellent work, D- Looking after our environment e.g. plants and trees, E- research on iPads, follow planning tool, S- work shown at the event.</p> <p><b>What can I do to stay safe inside and outside of school?</b></p> <p>Safety – rules for outdoor environment, trip to local park and Sandwell valley.</p> <p>Sun safety. Stranger danger. Road safety.</p> <p><b>How do I take care of my local environment? What are the dangers in my local environment?</b></p> <p>Environment litter pick. Dangerous flowers.</p> <p>Can I explain how to keep safe in water? Water safety</p> <p>Can I explain how to keep safe on the road? Road safety</p> <p>Stranger danger – links to outdoor adventure LC</p> <p>Good risks / Bad risks – outdoors.</p>	Relationships, friendship, respect, internet safety, community, health, mental health, brain, mind, money and finance, vocabulary of FIDES values
PE	<p><b>How do I prepare my body for physical exercise?</b></p> <p>To know that I need to warm my body up before stretching. To know why we stretch our muscles</p>	<p>2.1 Create a sequence by joining moves together</p>	<p>Created their own team games involving tactics with attacking and defending.</p>	Agility, balance, co-ordination, base, muscles, heart rate, pulse, speed, agility, co-ordination, stable, attack, defend,

	<p><b>What happens to my heart when I exercise?</b> To know that the heart beats faster so that it can pump blood around the body to give oxygen.</p> <p><b>Can I explain the key techniques used to throw and catch a ball accurately?</b> Stable base, large hands, look at target, overhead, underarm, position of legs/arms.</p> <p><b>What is a tactic?</b> Tactic is used in game situations to help you win, use of attack and defence.</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>Developed balance and agility and coordination through gymnastics.</p>	<p>circuit, overarm, underarm, aerobic, striking, fielding</p>