

Challenge Pack
Change 4 Life

Learning Challenge

Can we produce a film about healthy living?
So that we can share it with our families and friends



Hooks or memorable experiences

A film maker will visit school and take residence for two weeks.

Healthy Heart Days

Visit from trainee doctors

Public Outcome – How will this demonstrate learning?

The Children will come up with ideas for a non fiction film about healthy living.

It will be shared with the wider community through a film premiere.

Class texts- whole class reading, extracts, thematic books

Avocado Baby
Oliver's Vegetables
Huge Bag of Worries
How Full is Your Bucket?
Have You Filled Your Bucket Today?
Hugo Makes a Change

Thinking and learning skills and tools – We use Building Learning Power and some thinking organisers (like mind maps) 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-

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

If I only eat apples, will I be healthy?
How can I be healthy?
Does everyone have to change?

Year Group	2	Term	Summer 1 and 2	Challenge pack	Change for life	
SUBJECT FOCUS	Declarative knowledge Children will learn about...		Procedural knowledge Children will know HOW To...?		Prior learning (Schemata)	Vocabulary
History	Learn about the Commonwealth Use a timeline to build chronology Develop knowledge and understanding of the Commonwealth, the Commonwealth Games and Commonwealth Day. Understand the sequence of events from the beginning of the Commonwealth until today Learn about Queen Elizabeth II – Reign, Coronation, Jubilee’s, achievements. Listen to the Queen’s speech.		2.1a Attach periods of time correctly on a timeline 2.1 Refer to historical periods as the past and use historical phrases and time periods 2.2 Sequence photographs from the past 2.3 Ask questions about what has happened in another period of time 2.3b Ask how and why things might have happened in the past 2.4 Contrast people's achievements from different times 2.4b Describe how a number of things (e.g objects, an area) have changed over a period of time		- Ourselves (sequence and describe events in our own lives and beyond living memory) Timelines, facts about knights and comparing now & then, past/present. (sequence artefacts and photographs from different periods on a simple timeline) Distinguish between fact and fiction. Past, present, future, talking about changes. Months of the year, seasons, anticipating and recognising events Significant events in their life, family days, Past/present, routines, passage of time, families, communities, traditions	Past, present, future, before and after, later and earlier, date, year, Victorian period, Industrial Revolution, engineer, exploration/ Sequence, period of time, timeline, sources, artefacts, living memory, beyond living memory Commonwealth, reign, coronation, jubilee, monarch, legacy
Geography	Countries in the Commonwealth Recap knowledge of continents, oceans. Learn about flags of the countries in the commonwealth. Locate countries on a map and locate key places. Make a map of the local area, including key features, e.g. Aquatic centre, school.		2.1a Name the continents and oceans of the world 2.4 Follow a route on a given map 2.4a Use a junior atlas to locate key places (including hot and cold places) 2.4c Create a simple map using basic symbols in a key		4 countries of the UK Capital cities of the 4 countries of the UK Hot and cold places – Equator, North/South Pole	Country, continent, ocean, route, journey, map, atlas, plan , symbols, key
RE	11 Sacre, questions that puzzle us. <u>1.Using a mystery work of art to think about big questions.</u> <u>2.Travelling to find an answer: fantastic facts</u> <u>3.Puzzling Questions: getting started:</u> ask the children to decide which of two questions is the biggest? <u>4.Asking someone who knows everything: big questions.</u>		Make sense of belief: <ul style="list-style-type: none"> Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?’ Identify two or more big questions about religions and beliefs, and match them to two or more possible answers 		Know some of the key features of Christianity, Sikhi, and Islam. They will have talked about religious festivals/celebrations and their meanings. Ask questions about their own life and religion	Faith, religion, belief, puzzle, Important, Christian, Sikh, Muslim, Islam, sacred, values, behaviour and attitudes of people

		<p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they like in the stories from sacred texts that they hear • Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people • Ask and suggest answers to questions arising from their learning about religions. <p>2.1a Identify feelings of characters in religious stories</p> <p>2.2a Describe religious figures studied</p> <p>2.3 Suggest meanings of religious symbols or objects</p> <p>2.3a Describe how beliefs are expressed differently</p> <p>2.4 Recognise religious values of right and wrong</p> <p>2.4a Suggest answers to puzzling aspects of life</p>		
<p><u>Art</u></p>	<p>Significant Artist and their style of art form. Options: Giuseppe Arcimboldo – an Italian Painter who lived beyond living memory.</p> <p>Key facts</p> <p>His subjects weren't always people or things. They would be representations of spring using food</p> <p>Experiment drawing or painting faces using fruit and vegetable shapes.</p> <p>Henri Matisse</p> <p>Key facts</p> <ol style="list-style-type: none"> 1. Began to montage after he became unable to paint or draw. 2. Art doesn't have to look exactly like the thing you are creating. This is called abstract art. 3. Matisse could make very realistic images but chose to abstract them after he lost a lot of use of his hands. 4. He cut out shapes in strong colours and arranged them to represent real life. <p>Andy Goldsworthy: The art of Nature</p>	<p>2.1 Select ideas from a studied artist or art form to use in own work</p> <p>2.5 Montage using a variety of materials, objects and techniques to make repeated patterns</p> <p>The children will know how to create their own montage to represent an aspect of a healthy lifestyle. Diet, Exercise, Wellness.</p> <p>Children can use art to produce items</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Use pastels to create light and dark colours</p> <p>Create images to represent things seen, heard, or remembered</p> <p>Abstract art – Picasso's portraits were referred to during a unit on portraiture.</p>	<p>Portrait, landscape, (link to page orientation icon on computer)</p> <p>Mixed media, collage</p> <p>Scissors cutting arrange Represent depict shape colour strong pale pastel bold abstract</p>

	<p>Creating natural art/sculpture using found materials (forest school) photograph over time.</p> <p>Picasso The cubist period. Cubism is when the artist paints portraits (and objects) from lots of different angles with different emotions all at the same. Paint portraits in style of Picasso Worry dolls worry monster paintings</p>			
<p>Design Technology</p>	<p>Can we describe basic food hygiene and food groups?</p> <p>Can we prepare food safely using different methods (peel, chop, grate, squeeze)?</p> <p>Can we choose and plan for appropriate tools to prepare a healthy snack?</p> <p>How can we ensure this is safe for all? (hygiene, allergies)</p> <p>How can we ensure the product fits the purpose?</p>	<p>Describe basic food hygiene when cooking Wash my hands before and after preparing food Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables Describe ingredients being used in a cooking process</p> <p>How do we prepare food safely/hygienically? Wash hands, clean surfaces, tie back long hair, wipe up spills immediately, wear a clean apron, To identifying the food origins (or source) for a breakfast, playtime snack, lunch and dinner. Draw a flow diagram to show how foods is produced e.g , chocolate /bread /ice cream. Peel, chop, grate or squeeze fresh fruit and vegetables Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables Investigate plants as food source : Roots, Stems, Leaves, Flowers, Fruit, Seeds Investigate food labels/packaging to find where food comes from an locate on map</p>	<p>Range of joining materials and techniques</p> <p>Made food products for Enterprise week</p> <p>Prepared food in a hygienic manner (hand washing and clean surfaces)</p>	<p>Chop, peel, grate, squeeze, Carbohydrates, fruit and veg, protein, fats, dairy</p> <p>Ingredients, allergies, hygiene, tools for cooking e.g. colander, mixing bowl, grater, cutlery, chopping board</p> <p>Harvest, produce, process, factory, agriculture, countryside food miles, locally sourced produce, consumer, Fairtrade, labels,</p>

Music	N/A	Choose sounds to create an intended effect I can improve my own work Explain what can be heard / how it makes them feel when listening to music Sing following a melody with an awareness of pitch Sing with increasing/ decreasing volume (dynamics)	Classical styles of music (experiment with, create, select and combine sounds using the inter-related dimensions of music.)	Dynamics, pitch, tempo,
ICT and Computing	Capturing film with range of devices E safety How Using a green screen to capture their cast photo. Manipulate digital content.	Collect and place information (words, pictures) in a table Navigate backwards and forwards on a website Make font bigger and smaller	Saving and retrieving (organise and store information) Creating media Editing Green screen introduction	Font, copy, paste, document, highlight, delete
PSHE	Health and wellbeing Emotion literacy Managing emotions Transition to KS2 Road safety Stranger Danger Sun Safety	I can recognise the importance of working together and what this looks like when done well	Environmental focus – reducing single use plastic, rubbish, Endangered animals and how we can help, caring for animals, caring for each other, bullying. P4C	
PE	<u>Declarative Knowledge</u> <u>Team building</u> Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules. <u>Target Games</u> Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand/foot pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules. <u>Autumn Two</u> <u>Declarative Knowledge</u> <u>Athletics</u> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.	<u>Procedural Knowledge</u> <u>Team building</u> Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group. <u>Target Games</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency. <u>Autumn Two</u> <u>Procedural knowledge</u> <u>Athletics</u> Running: develop the sprinting action.	Basic throwing, catching, running skills through games. Tennis to music.	heart rate, pulse, breathing, sweating, temperature, fatigue, energy

	<p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p> <p>Striking and Fielding</p> <p>Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p> <p>Striking and Fielding</p> <p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique.</p>		
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