

Challenge Pack **Change Makers**

Learning Challenge

Can we produce a stage performance to teach others about people who have become famous for making a big difference in the world? (One little voice)



Hooks or memorable experiences

Journey into Year 2 to discover famous people
Black Country Museum
Space Dome visit to school

Public Outcome – *How will this demonstrate learning?*

The will produce a class stage performance that shares their learning for the parents to see.

Class texts- *whole class reading, extracts, thematic books*

The way back home
One small step...
Man on the Moon
Bob's best ever friend
Fantastically Great Women Who Changed the World
Range of non-fiction books/information texts about our famous people

Thinking and learning skills and tools – *We use Building Learning Power and some thinking organisers (like mindmaps) 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 fame?
What makes a person famous?
Is there a best type of thing to be famous for?
Is celebrity the same as fame?
If you could be famous what would it be for?
Can one person make a difference?

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

Can you name some change makers and the changes they made for the better?
How have hospitals changed over time?
Why is engineering so important to people?
If Florence became a teacher instead of a nurse, what difference would it have made?
Why is it so important for us to understand the properties of materials?

Year Group	2	Term	Spring 1 and 2	Challenge pack	Change Makers	
SUBJECT FOCUS	Declarative knowledge Children will learn about...		Procedural knowledge Children will know HOW To...?	Prior learning (Schemata)	Vocabulary	
History	<p>Change makers- Famous people in history who made a difference to how people live.</p> <p>How do we know what happened in the past? What sources can we use? What does living memory and beyond living memory mean? Which of our famous people are within living memory and beyond living memory? What was happening in the world when our famous person was alive? How did life change because of the work these people did locally, in our country, in our world?</p> <p>Explorers What is an astronaut? How has space travel changed the way we live today? Space race and competition. Can you name some? Neil Armstrong, Buzz Aldrin, Michael Collins, Helen Sharman, A sailor of the stars - why would people use this term? Link to early explorers- someone who travels or explores space. Compare with Christopher Columbus What did people know about the world in his time? Why was exploration important?</p> <p>Medicine How did Florence Nightingale and Mary Seacole's nurses help soldiers during the Crimean War? How did this change hospitals then and now? Cleaned hospitals and encouraged good hygiene.</p> <p>Engineering What did engineers like Brunel to change the way we live today and our local area? What obstacles did they have to overcome? What has engineering achieved today?</p>		<p>Refer to historical periods as the past and use historical phrases and time periods Attach periods of time correctly on a timeline Sequence key events within a specific time period / era Sequence photographs from the past Extract information from an artefact or source Ask questions about what has happened in another period of time Use evidence from both visual and written sources to understand the past Ask how and why things might have happened in the past Contrast people's achievements from different times Describe how a number of things (e.g objects, an area) have changed over a period of time</p> <p>Use a timeline to build chronology</p>	<p>- 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.</p> <p>Past, present, future, talking about changes.</p> <p>Months of the year, seasons, anticipating and recognising events</p> <p>Significant events in their life, family days, Past/present, routines, passage of time, families, communities, traditions</p>	<p>Past, present, future, before and after, later and earlier, date, year, Industrial Revolution, engineer, exploration/er,</p> <p>Sequence, period of time, timeline, sources, artefacts, living memory, beyond living memory</p>	
Geography	<p>How would Mary travel from the Crimea to get back to London? Use of atlas to find European countries, Russia, India, Turkey – and to find the Crimean Peninsula, Black Sea and the Danube. Plan Mary's journey on a map using keys and symbols. Revisit Autumn work on maps, continents and oceans.</p>		<p>Plot the journey Mary Seacole would have made when going to the Crimea. Name countries and continents, oceans crossed.</p>	<p>Human features town city</p> <p>The 4 countries of the UK, major cities and surrounding seas</p>	<p>The 4 continents, equator, name of countries and oceans</p> <p>Keys, symbols, atlas, journey</p>	

<p>RE</p>	<p>Why do Christians celebrate Easter? Know stories of Holy Week and Easter from the Bible. Know that Christians believe Jesus was resurrected and was known as the Light of The World. Know that Jesus's death and resurrection is very important to Christians because it promises new life.</p> <p>What can we make links to the Sikh stories and Islamic stories? Know that a Guru for Sikhs is a spiritual teacher. Know that Sikhs tell many stories about their 10 Gurus. Know some stories of Guru Nanak Dev Ji. Know that caring for others and sharing what you have are examples of some of the important values for Sikhs.</p>	<p>Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Discuss whether the story of Easter only has something to say to Christians or if it has something to say to pupils about sadness, hope or heaven. Say why. Give examples and make links between Sikh ideas of God found in stories and how people live. Ask questions about Sikh stories. Discuss what they think is good about the ideas within Sikh stories. Are any of these things good for them too? Link to the story of Rama and Sita, good over evil, light over dark.</p>	<p>Advent, Nativity story. A knowledge of what Christians believe God is like having listened to the parables of the Lost Coin/Lost Sheep.</p> <p>Christians believe that Jesus is God's son. He taught people to love God and love other people.</p> <p>The Guru's Cloak story. Diwali</p>	<p>Incarnation, salvation, hope, heaven, Palm Sunday, Last Supper, Good Friday, Easter Sunday, crucifixion, resurrection, forgiveness, sin</p>
<p>Art</p>	<p>Children to explore manipulating clay (use playdough) – flatten it, using their hands as tools, making marks by pressing, making different shapes and a small model clay pot.</p> <p>Introduce artist Whitbread. She uses clay to make sculptures 'in relief', parts sticking out and making dents and marks. Children to create a small tile (using previous lesson's techniques. Children to join clay shapes to their tile. Score both the tile and the shape and use a small splash of water to join.</p> <p>Introduce study of busts – children to sketch in sketchbooks.</p> <p>Time to practise sculpting faces – pinching the nose, creating a flat ear to join, which would be the right tool to create a nostril?</p> <p>Children to create bust of famous person of their choice using skills they have learnt.</p>	<p>Exploring and Developing Ideas Children can describe where inspiration for their artwork has come from including referring to some artists studied (A2.1a,1b,1c and 1d). 3D sculpture, textiles, and collage A2.4c Combine and explore texture to create an effect A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model. A2.4b Begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures. Evaluation and review Children can listen to the views of others and respond to ideas about their own work to improve their work using a growing art vocabulary (A2.5a and b)</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Use pastels to create light and dark colours Create images to represent things seen, heard, or remembered</p>	<p>Modelling sculpture clay bust marks slip dents tile joining manipulate tools squeezing</p>
<p>Design Technology</p>	<p>Making models Materials and their uses (link to science). Can I use my knowledge of a variety of materials to make models – considering strength, moving parts and joints and scale? How can I test model bridges for weight bearing? What is a property of a material? BIG IDEA everything is built of tiny building blocks Hard, soft, bendable, shiny, smooth, rough, texture</p>	<p>Generate ideas for a design based on other's ideas and experiences Decide who the product is for and how it might work Create a simple plan of how to make my product Describe how to join certain materials being used Explain my choice of materials and tools Measure, mark and cut out a range of materials</p>	<p>What different types of materials are there? Paper, card, plastic, metal, glass, paper, wood, rock etc What are their properties? Make simple models</p>	<p>Hard, soft, bendable/flexible, shiny, smooth, rough, texture, corrugated, weight bearing, joint, structure</p>

		Evaluate my outcome against my design identifying strengths and areas for improvement		
Music	<p>What does dynamics mean? How loud or quiet a sound it. What does pitch mean? The pitch of a sound is how high or low it is. What does tempo mean? The speed of a song. What kind of music makes you feel sad? Using the elements of music to explain why they link emotions to tempo, pitch, dynamics. (Intro to UP) History link – Crimean soldiers used marching music to march to war and sang songs to raise morale. Create a piece of music that would help the audience follow the journey of the soldiers- march, fight, scared and wounded, good nursing and care.</p>	<p>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)</p>	Classical styles of music (experiment with, create, select and combine sounds using the inter-related dimensions of music.)	Dynamics, pitch, tempo
ICT and Computing	<p>Can I describe a series of instructions as a sequence? To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork Can I design an algorithm? So that I can create and debug a program that I have written.</p> <p>Can I collect data to create a pictogram? To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer To recognise that objects can be represented as pictures</p>	<p>Create a pictogram Collect data Make a tally chart Compare data. Create an algorithm as a set of simple instructions Debug an algorithm.</p>	<p>Following instructions. Giving very simple instructions. Year 1 Autumn Simple instructions, beebots, human directions and Nina neurons. E-Safety SIDS top tips/Hector.</p>	<p>Algorithm Instructions Debug Tally Data Compare and contrast Most/least popular</p>
PSHE	<p>Relationships - Friendships - Respectful relationships - Online relationships</p> <p>Mental health Online safety Diversity and discrimination Money and finance Roles and responsibility</p>	<p>Practise mindfulness To be able understand the importance of honesty even when it's difficult. To understand the importance keeping myself safe on the internet I can reflect on why I may not be able to afford to buy certain things with a given amount of money</p>	<p>I can describe the importance of telling the truth I know how to report something online that makes me feel unsafe or unsure I can list a normal range of emotions (happiness, sadness, anger, fear, surprise) I can show or express my emotions</p>	<p>Mindfulness Honesty Truth Responsibility Anonymous Diversity Differences</p>

				Finance
PE	<p>Spring 1 Dance Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve. Sending and Receiving Sending: 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 to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Sending & receiving: developing s&r with increased control. Space: explore moving into space away from others.</p> <p>Spring 2 Yoga Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm. Invasion Games Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	<p>Dance Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance. Sending and Receiving Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Sending & receiving: know to control the ball before sending it. Space: know that moving into space away from defenders helps me to pass and receive a ball. defence. Rules: know how to score points and follow simple rules. Autumn 2 Yoga Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm. Invasion Games Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders.</p>	<p>Dance in Reception taught the children how to explore movement and link actions together using different movements and levels.</p> <p>Children have learnt how to find space, move at different speeds, change direction, send and receive and how to create and follow some rules.</p> <p>A developing knowledge of tactics – attack and defence</p>	<p>Dance sequence dynamic count, control explore action space travelling direction pathways relationships performance facial expression</p>



Defending: explore staying close to other players to try and stop them getting the ball.