

Challenge Pack
Change 4 Life

Learning Challenge

Can we produce a Exhibition showcasing all we have learnt about healthy living?

So that we can share it with our families and friends



Hooks or memorable experiences

Healthy Heart Days

Visit from trainee doctors

Public Outcome – *How will this demonstrate learning?*

The Children will come up with ideas for a 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?
Tadpole's Promise
The Tiny Seed

Poetry
The Gigantic Turnip
Oliver's Vegetables
Bog Baby
Bears Don't Read

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-

What does it mean to be healthy?

What did you do as a baby that you no longer do?

What can you do now that you could NOT do as a baby?

What cannot you live without?

Which do you think is more important? Need or want?

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

What does it mean to be healthy?

What is a balanced diet?

What is a healthy lifestyle?

How can we be hygienic?

How can we look after our well being?

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 Queen Elizabeth II – Reign, Coronation, Jubilee’s, achievements. Listen to the Queen’s speech. To understand what a monarch is and where monarchs live. To explore Tudor life and Queen Elizabeth I. To explore who Queen Victoria was. To explore the Victorian period. To explore the life of Queen Elizabeth II. To compare two major time periods. To compare the significant queens.		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 , reign, coronation, jubilee, monarch, legacy
Geography	Learn about population and where the world’s people are What is a settlement Features of a city Difference between cities and villages Map making, using a key, physical and human features		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 Birds eye view maps Population analysis	4 countries of the UK Capital cities of the 4 countries of the UK Comparison of our locality and a non-European location	Country, continent, ocean, route, journey, map, atlas, plan , symbols, key Settlement, village, city, town, population
RE	Why are peoples beliefs and faiths important? Recognise that people’s beliefs about God or life make a difference to what they do. Know some religious figures Describe religious figures studied Name some religious symbols Suggest meanings of religious symbols or objects Describe how beliefs are expressed differently 11 Sacre, questions that puzzle us.		Give simple examples of ‘hidden messages’ in faith stories or wise sayings Make sense of belief: Identify a religious story that answers a big question, for example, Jesus healing the Lepers answer the question: is it wrong for people to be left out?	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>1.Using a mystery work of art to think about big questions. 2.Travelling to find an answer: fantastic facts 3.Puzzling Questions: getting started: ask the children to decide which of two questions is the biggest? 4.Asking someone who knows everything: big questions.</p>	<ul style="list-style-type: none"> · Identify two or more big questions about religions and beliefs, and match them to two or more possible answers Understand the impact: · Recognise that people’s beliefs about God or life make a difference to what they do. Give simple examples of ‘hidden messages’ in faith stories or wise sayings Make connections: 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. Identify feelings of characters in religious stories Recognise religious values of right and wrong Suggest answers to puzzling aspects of life 		
<p><u>Art</u></p>	<p>Developing knowledge of colour mixing. Review primary and secondary colours. Mixing secondary colours. What happens when you add water to the paint? Creating a colour wheel in book.</p> <p>Texture hunt – using natural objects, children to use colour mixing and printing to recreate the textures of different objects.</p> <p>Children to describe different textures – bumpy, smooth, rough. Show children the work of Romare Bearden. He is a collage artist that creates work made up of paintings, scrap, magazine cutting and puts them together to make art work.</p> <p>Creating their collage using squares from previous lesson plus magazines – of something that is meaningful to them.</p> <p>Time to add detail and improve our work. Adding a thin layer of paint to outline their collage creation. Add clouds with white paint, add features to a face.</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 A2.3a Know which primary colours mix to make secondary colours A2.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice. A2.3c Know which brushes and tools to choose to work at different scales</p> <p>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 Abstract art – Picasso’s portraits were referred to during a unit on portraiture.</p>	<p>Portrait, landscape Mixed media, collage arrange depict shape colour strong tone abstract Texture Style</p>

<p>Design Technology</p>	<p>Can we describe basic food hygiene and food groups? To prepare food safely</p> <p>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? Understanding the importance of preparation and hygiene</p> <p>How can we ensure the product fits the purpose? Designing a product for a person/yourself.</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 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. Peel, chop, grate or squeeze fresh fruit and vegetables Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables</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</p> <p>Ingredients, allergies, hygiene</p> <p>Safety, prepare, grip</p>
<p>Music</p>	<p>Can I perform songs to an audience? Children perform songs to their grown ups in an end of year performance.</p> <p>How can a performance be improved?</p> <p>Choose which percussion instruments accompany a song with the most impact?</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) I can sing songs expressively with an awareness of pitch. I can use instruments to create simple rhythmic and melodic patterns. I can play in a unison or drumming group with confidence.</p>	<p>Classical styles of music (experiment with, create, select and combine sounds using the inter-related dimensions of music.)</p>	<p>Performance, audience, instrument, percussion, voice, singing, timing, pitch, tempo, dynamics, volume</p>
<p>ICT and Computing</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>C1.2c Use technology purposefully to manipulate content C1.3a Understand what algorithms are C1.3b Understand how algorithms run as programs on digital devices C1.3c Create and debug simple programs C1.3d Use logical reasoning to predict the behaviour of simple programs</p>	<p>Saving and retrieving (organise and store information) Creating media Editing Green screen introduction</p>	<p>Design, algorithm, sequence, debug, predict, technology, character, instruction, program</p>

<p>PSHE</p>	<p>Can I discuss the importance of being connected to others? So that I can build respected relationships with trusted people in my different communities. I can discuss who to access support from if I have concerns about my body or my safety. PANTS I understand what bullying looks like in real life and online Can I identify how to look after my health? So that I understand the importance of looking after my physical health, mental health and developing a healthy lifestyle as a I grow. Basic 1st Aid: I know how to react if someone is hurt or ill</p>	<p>Children can share ideas and be accepting with others share an idea Children can discuss how families and friends are part of making their lives happy and safe Children can describe emotions and feelings that they might have, including in different situations Children can describe some ways of keeping themselves safe and healthy Children can describe at least one way that they or others might be helpful / kind to others Can describe some aspects of their community including jobs or how people help each other</p>	<p>Environmental focus – reducing single use plastic, rubbish, Endangered animals and how we can help, caring for animals, caring for each other, bullying. P4C</p>	<p>Relationships communities health lifestyles first aid PANTS</p>
<p>PE</p>	<p><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>Get set 4 life: the map of emotions</u> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. 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. Rules: know how to follow simple rules when working with others. <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. Jumping: know that swinging my arms forwards will help me to jump further. 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. Rules: know how to follow simple rules when working with others <u>Striking and Fielding</u> Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that</p>	<p><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>Athletics</u> Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance. <u>Striking and Fielding</u> Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball.</p>	<p>Basic throwing, catching, running skills through games. Tennis to music.</p>	<p>Problem solving Striking Communication Swing Balance Emotions Running Batter Fielder Team Attack Tactic Overarm</p>

	<p>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>Get set 4 life: What's on your mind</p> <p><u>Invasion Games</u></p> <p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>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><u>Athletics</u></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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