

<b>Class:</b> SR/EC	<b>Term:</b> Autumn 1	<b>Year Group:</b> 2
<b>Prime Learning Challenge</b>	<b>Why do animals choose the habitats they have?</b> (Living things and their habitats) <b>Who are Britain's significant monarchs?</b> (History)	

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b>Science</b> <b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• They will have already covered a unit on classifying animals in Year 1</li> <li>• They may well have talked about pets and what they like and dislike</li> <li>• They have some idea about the homes of certain creatures, especially those living in the wild</li> </ul> <p><b>History</b> <b>Prior Knowledge</b> Explore the following with your children</p> <ul style="list-style-type: none"> <li>• Kings and Queens</li> <li>• Castles</li> <li>• Coronation</li> <li>• Royal Family</li> </ul>	<p><b>Science</b> <b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify things that are living, dead and never lived</li> <li>• Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>• Identify and name plants and animals in a range of habitats</li> <li>• Match living things to their habitat</li> <li>• Know how animals find their food</li> <li>• Name some different sources of food for animals</li> <li>• Know and explain a simple food chain</li> </ul> <p><b>History</b> <b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know who Henry VIII was</li> <li>• The Church of England was formed when Henry VIII decided to break from the Catholic Church in 1534.</li> <li>• Know why we remember Elizabeth I</li> <li>• Know how important Queen Victoria is and why the Victorian era is important in the North of England</li> <li>• Know that our longest reigning monarch, Elizabeth II, died only recently</li> <li>• Learn about our current monarch, Charles III</li> </ul>	<p><b>Science</b> <b>National curriculum requirement:</b> <b>Science Year 2 : Pupils should be taught to ...</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>History</b> <b>National curriculum requirement:</b> <b>Science KS1: Pupils should be taught to ...</b></p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
<p><b>Science and History</b> The Focus Education document which sets out the National Curriculum expectations has been used.</p> <p>A pre-learning assessment will be done prior to the start of the unit. Children will also be asked what they already know about the topics and what questions they would like to have answered.</p>	<p><b>Science</b> – Children will explore the school grounds searching for evidence of things that are living, dead or never been alive.</p> <p><b>History</b> – Kings and Queens WOW Day.</p>	<p><b>Science and History</b> Children will do a post learning assessment to find out how much they have learned. Children will participate in a 'Show it' activity which will allow them to demonstrate their learning.</p>

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Literacy</b>	Rainbow Grammar	Rainbow Grammar	Rainbow Grammar	Rainbow Grammar	Oracy and sentence banking – linked to Tiddler	Planning a story – linked to Tiddler	To write a story – linked to Tiddler
<b>Sounds write</b>	Unit 27 ae	Unit 27 ae	Unit 28 d	Unit 28 d	Unit 29 ee	Unit 29 ee	Unit 31
<b>Grammar</b>	Capital letters	Capital letters Rainbow Grammar	Rainbow Grammar	Rainbow Grammar	Coordinating conjunctions – 'but' and 'and'	Questions	Exclamations
<b>HandWriting</b>	Pen Pals, term 1 unit 1 – How to join High Frequency words	Pen Pals, term 1 unit 3 – Practice diagonal join to ascender: eel/eet	Pen Pals, term 1 unit 4 – Practice diagonal join no ascender: a_e	Pen Pals, term 1 unit 5 – Practice diagonal join no ascender	Pen Pals, term 1 unit 6 – Practice diagonal join no ascender: ow/ou	Pen Pals, term 1 unit 6 – Practice diagonal join no ascender: oy/oi	Pen Pals, term 1 unit 5 – Practice diagonal join no ascender

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<b>Numeracy</b>	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 1 Place Value	Block 2 Addition and Subtraction
<b>Science</b>	Introduce the new unit and link to prior learning – Recap and Build. Pre-learning assessment Children will participate in a hunt to explore the school grounds searching for evidence of things that are living, dead or never been alive.	<b>COMPONENT 1</b> Which animals live underground, on the ground and in trees?  LO: To be able to understand that some animals live below the ground, some live on the ground and others live in trees.	<b>COMPONENT 2</b> Which animals live in woodlands and forests in the UK and abroad? LO: To be able to recognise animals that live in woodland habitats (UK and abroad)	<b>COMPONENT 3</b> Which animals would we normally find in our sea, rivers and ponds and why are they there?  LO: To be able to research animals that live in a sea, river or pond.	<b>COMPONENT 4</b> Which animals start their life as an egg?  LO: To be able to identify which animals lay eggs	<b>COMPONENT 5</b> Which food sources are linked to which animal?  LO: To be able to understand a food chain	<b>Reflection</b> 'Show It'  To be able to reflect on my learning and answer the question Post-learning. What do you know now?
<b>History</b>	<b>Britain's Monarchs</b>  Pre-learning assessment	<b>Britain's Monarchs</b>  Who was Henry VIII?	<b>Britain's Monarchs</b>  Why is Elizabeth I so famous?	<b>Britain's Monarchs</b>  Why do we still talk about Queen Victoria?	<b>Britain's Monarchs</b>  Why will we always remember Elizabeth II?	<b>Britain's Monarchs</b>  What do we know about King Charles III?	<b>Britain's Monarchs</b>  Post-learning. What do you know now?
<b>Geography</b>							



<b>Computing</b>	<b>My Online Life (online safety)</b> Can you trust everyone you meet online?	<b>Presentations</b> What is technology?	<b>Presentations</b> Creating presentations	<b>Presentations</b> Adding images	<b>Presentations</b> Adding videos	<b>Presentations</b> Adding animation	<b>Presentations</b> Completing presentations
<b>Story Book</b>	Hibernation Hotel				Tiddler	Tiddler	Tiddler