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| Class: SR | | Term: Spring 1 | Year Group: 2 |
| Prime Learning Challenge | How do we make the most of the materials around us? How different would my life be if I lived in Kenya? (Geography) | | |
| Past What do pupils already know/understand? Do they have any misconceptions? | Present What do pupils want to know/understand? What are they interested in? What motivates them? | Context How is this challenge relevant to the needs of your children? | |
| <p>Science In year 1 the children have learned about Everyday Materials.</p> <p>Geography: How different would my life be if I lived in Kenya?</p> <p>Prior Knowledge Explore the following with your children</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many children may well know something of Africa, even if they have not heard of Kenya <input type="checkbox"/> They may know about some of the wild animals in Africa and may have studied this in the Early Years <input type="checkbox"/> They may know that famine can often be associated with African countries <input type="checkbox"/> They have seen some traditional African dancing or singing | <p>Why are some materials are more suitable than others for specific uses? How could glass, wood, plastic, brick or paper be used for certain jobs? Which important people have developed useful new materials?</p> <p>Geography: How different would my life be if I lived in Kenya?</p> <p><u>Component 1</u> Where is Kenya and what are its physical features?</p> <p><u>Component 2</u> What are the main differences between our climate and that of Kenya?</p> <p><u>Component 3</u> What would a day be like in a small African village?</p> <p><u>Component 4</u> How different would our diets be if we lived in Africa?</p> <p><u>Component 5</u> Why do Kenyans have to worry more than us about drought?</p> <p><u>Reflection Task</u></p> | <p>In the science challenge the children will learn about the suitability of different materials for everyday uses. They will also learn how solid materials can be changed by squashing, bending, twisting and stretching.</p> <p>Geography: How different would my life be if I lived in Kenya? Children will learn to use online maps (Google Earth and Google Maps) to discover and explore where Kenya is on the globe compared to the UK. Children will compare the UK's climate to that of Kenya and learn about how Kenya's position on the equator causes the difference. Children will compare the life of children in Kenya to their own with a focus on schooling. Children will be learning about traditional Kenyan foods. Children will learn about draughts and the effects these have on peoples lives.</p> | |

| Pre-Learning How will you make sure you are pitching appropriately? | Wow! | Reflection How will you reflect & evaluate? |
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| <p>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> | African dance and mask making workshops. | 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. |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Literacy | Introduce The Traction Man Oracy focus Working towards a character description | Traction Man Rainbow Grammar focus/planning Working towards a character description | Traction Man Oracy focus Writing a character description | Introduce Lila and the Secret of Rain by David Conway Oracy focus Working towards a persuasive piece of writing | Lila and the Secret of Rain by David Conway Rainbow Grammar Working towards a persuasive piece of writing | Lila and the Secret of Rain by David Conway Write a persuasive piece Poetry - Cats Sleep Anywhere by ELEANOR FARJEON |
| Grammar | Apostrophes for possession | Apostrophes for contraction | | Coordinating conjunctions | adverbs | adverbs |
| Sounds | Unit 34 er | | Unit 35 v | | Unit 36 oo | |
| Write | | | | | | |
| Spelling | Words where 'wr' makes a /r/ sound at the beginning of words | | Words ending in 'le' - The -le spelling is the most common spelling for this sound at the end of words | | Words ending in 'el' - These words end in el instead of the more common spelling le . | |

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| Handwriting | Penpals 16 Introducing diagonal join to s - dis | Penpals 17 Introducing horizontal join to s - ws | Penpals 18 Introducing diagonal join from s to ascender - sh | Penpals 19 Introducing diagonal join from s no ascender – si, se, sp | Penpals 20 Introducing horizontal join from r, anticlockwise - rs | Penpals 21 Practising diagonal join from an anticlockwise letter – ea, ear |
| Mastery Number | Week 11 Counting, cardinality and ordinality | Week 12 Number facts and arithmetic | Week 13 Composition | Week 14 Number facts and arithmetic | Week 15 Number facts and arithmetic | Week 16 Number facts and arithmetic |
| Numeracy | Addition and Subtraction Money | Addition and Subtraction Money | Addition and Subtraction Money | Multiplication and Division Money | Multiplication and Division Money | Multiplication and Division Money |
| Science | LO: To understand what happens to the materials we recycle | LO: To investigate which material would make the best surface for a road | LO: To investigate which material would make the best surface for a road | LO: To research and predict what material could be used to keep Traction man dry in the rain | LO: To research and predict what material could be used to keep Traction man dry in the rain | Reflection task: What do you know now? |
| History | | | | | | |
| Geography Two component to be taught during the Wow day | How can we build our new learning on what we already know Pre-post learning | <u>Component 1</u> Where is Kenya and what are its physical features? (recap hot and cold, continents) LO: To be able to compare Kenya's location on a map to England's | <u>Component 2</u> What are the main differences between our climate and that of Kenya? LO: To be able to identify and compare Kenya's climate to England's | <u>Component 3</u> What would a day be like in a small African village? LO: To be able to compare and contrast our lives to those in a non-European country. | <u>Component4</u> How different would our diets be if we lived in Africa? LO: To be able to compare diets in the UK to Kenyan diets. | <u>Component 5</u> Why do Kenyans have to worry more than us about drought? LO: To be able understand the impact a drought can have on people's lives. |

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| | | LO: To recognise the different physical features of Kenya | | | | Reflection Task |
| Music | Charanga – I wanna play in a Rock Band | Charanga – I wanna play in a Rock Band | Charanga – I wanna play in a Rock Band | Charanga – I wanna play in a Rock Band | Charanga – I wanna play in a Rock Band | Charanga – I wanna play in a Rock Band |
| PSHE | Jigsaw Dreams and Goals Goals to success | Jigsaw Dreams and Goals My learning strengths | Jigsaw Dreams and Goals Learning with others | Jigsaw Dreams and Goals A group challenge | Children's Mental Health Awareness Week | Jigsaw Dreams and Goals Celebrating our achievement |
| Art/DT Lessons to be taught over two dedicated Art days in week 6 | Painting and mixed media: Life in colour To develop knowledge of colour mixing. | Painting and mixed media: Life in colour To know how texture can be created with paint | Painting and mixed media: Life in colour To use paint to explore texture and pattern. | Painting and mixed media: Life in colour To compose a collage, choosing and arranging materials for effect. | Painting and mixed media: Life in colour To compose a collage, choosing and arranging materials for effect. | Painting and mixed media: Life in colour |
| RE | Who is a Muslim and how do Muslims live? What do people think about God? What do Muslims think about God? | Who is a Muslim and how do Muslims live? What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? | Who is a Muslim and how do Muslims live? What does the Shahadah say about Muslim beliefs? | Who is a Muslim and how do Muslims live? Who was the Prophet Muhammad and why is he important to Muslims? | Who is a Muslim and how do Muslims live? Why is the Prophet Muhammad so important to Muslims? | Who is a Muslim and how do Muslims live? What do Muslims do because they love to treat the Quran with respect? |

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| | | | | What do Muslims believe the Prophet Muhammad was like? | | |
| PE | Gymnastics 1 – Travel and Shape Sending and Receiving | Gymnastics 1 – Travel and Shape Sending and Receiving | Gymnastics 1 – Travel and Shape Sending and Receiving | Gymnastics 1 – Travel and Shape Sending and Receiving | Gymnastics 1 – Travel and Shape Sending and Receiving | Gymnastics 1 – Travel and Shape Sending and Receiving |
| Computing | Internet Safety What is online bullying? | Online Buddies How can we use digital devices to communicate? | Online Buddies Who should we communicate with when using technology? | Online Buddies Can you use a digital device to communicate positively? | Online Buddies Let's send a message! | Online Buddies Can you work together with a buddy? |
| Story Book | Traction Man is Here by Mini Grey | Traction Man is Here by Mini Grey | Traction Man is Here by Mini Grey | Lila and the Secret of Rain by David Conway | Lila and the Secret of Rain by David Conway | Lila and the Secret of Rain by David Conway |