

Year:	Yr2	Term:	Spring 1	Learning Challenge question	What are the main differences between my life and life in a small village in Africa?	MTP
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What are the main differences between my life and life in a small village in Africa?

Know where Africa is and begin to know about its physical features? (recap hot and cold, continents)

Know what the main differences are between our climate and that of Africa's

Understand what a day in school would be like if they lived in a small African village

Understand what food they would eat and where they would get it from

Understand why Kenyans worry about drought (lakes/rivers)



Locational Knowledge

- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world
- Know why so many important buildings are located in London

Place Knowledge

- Know the main differences between the climate and features of a place in England and that of a small place in a non-European country

Human and Physical Geography

Geographical Skills and Fieldwork

- Know and use the terminologies: left and right; below, next to
- Talk about the main differences between a world map and a globe

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Children have compared length, height and weight. Using vocabulary such as longer / shorter, heavier / lighter. They have begun to measure. Children should be able to recognise and know the value of different denominations of coins and notes.	Children have begun to explore comprehension style questions using the VIPERS format. Continued to explore a range of texts in lessons.	Children have used expanded noun phrases, adverbs, coordinating and subordinating conjunctions in extended pieces of writing.	Participate in discussion about what is read to them, taking turns and listening to what others say.	<p>During Year 1 children have been given opportunities to:</p> <ul style="list-style-type: none"> *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties <p>During Year 2:</p> <ul style="list-style-type: none"> *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 			
Pre & post assessments	Post assessment for multiplication and division.		Cold Task - A familiar Traditional Tale				Cold task: Can you think of something made from each material?	
	Post assessment for measure (Length, mass, temperature, money.)		Cold task - Letter					
			Hot Task - African Tale				Pre assessment: Draw an object made from each material	
			Hot Task - Letter					

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Unit assessment		VIPERS comprehension	Cold / hot task				End of unit assessment quiz	
1	<p>LQ: Can you divide and multiply by 10?</p> <p>LQ: Can you identify a family of multiplication and division facts?</p> <p>LQ: Can you recognise odd and even numbers?</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>	<p>Hook - Exploring traditional tales using inference skills</p> <p>Cold Task Cold task - Writing a traditional tale</p> <p>LQ: What is an African Traditional Tale?</p> <p>LQ: How can I story map the model text?</p> <p>LQ: How can I compare two traditional African Tales?</p>	LQ: What facts do I know about Africa?			<p>Identify why some materials would be better suited for a particular job than others, Revisit names of everyday materials.</p> <p>LQ: Why are certain materials chosen to make everyday objects?</p>	
2	<p>LQ: Can I measure in cm and m?</p> <p>LQ: Can I compare lengths?</p> <p>LQ: Can I solve problems involving length, width and</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring</p>	<p>LQ: What are apostrophes? (Contractions)</p> <p>LQ: What are apostrophes? (Possession)</p>	Introduce vocabulary linked to Africa.		Changing shape investigation. Become scientists to test the properties of a material and ensure it is suitable for a		

	height?	vocabulary Reading for pleasure Grapheme hunter	LQ: How can I use expanded noun phrases to describe a setting? LQ: How can I use powerful verbs in my writing?			purpose. Record whether a selection of objects can be bent, stretched, squashed or twisted. <i>LQ: How can we change the shape of some objects?</i>		
3	LQ: Can I measure mass in grams and kilograms? LQ: Can I compare mass? LQ: Can I solve problems related to mass?	Carousel reading: Picture Inference Guided group Exploring vocabulary Reading for pleasure Grapheme hunter	LQ: How can I create an African inspired character? LQ: How can I plan my Traditional African Tale LQ: How will I plan my own African Traditional Tale? LQ: Oracy focus: Can I use storytelling language to retell my own story?	Understand how we refer to the first, second and third person when speaking <i>LQ: How can I use the first, second and third person in conversation with my group?</i>		Rigidity of materials investigation. Understand that different materials will have different strengths that make them fit for purpose. Test and order materials from 'not at all bendy' to 'really bendy.' <i>LQ: How can we order materials according to their flexibility?</i>		
4	Pupils will gain experience in measuring temperature. They will learn about Celsius, how to read thermometers to	Carousel reading: Picture Inference Guided group	Hot Task - Traditional African tale LQ: How can I edit my writing?	Drama - Children to freeze frame snapshots of a pretend safari LQ: How can I share my thoughts and feelings from		Paper flexibility investigation 1- predict which type of paper would be the strongest. Plan a fair test		

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	<p>help them understand, and they will look at the different kinds of temperatures we can measure. LQ: Can I read temperature? LQ: Can I estimate temperature?</p> <p>Pupils will learn how to read, interpret, analyse and construct their own picture graphs with confidence. LQ: Can I read pictograms?</p>	<p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>		the safari?		<p>and predict. LQ: How can I plan a fair test to identify which paper type is the strongest?</p>		
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5	Pupils will be looking at using addition and subtraction to help them solve word problems, using addition and subtraction. Use of the RUCSAC method to solve problems. Can the children use bar modelling along size these problems.	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>	<p>Hook - Exploring a letter</p> <p>Cold task - Writing a letter to a child in Africa (a day in school)</p> <p>LQ: What are the features of a letter?</p> <p>LQ: What are commas? (Use of commas in a list)</p> <p>LQ: What is formal and informal tone?</p>	Presenting findings from Computing and Art topic.		Paper flexibility Investigation 2 - Carry out investigation and write up findings. LQ: Which type of paper is the strongest?		
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6	<p>Pupils will be reviewing concepts on writing and counting money in addition to extending their knowledge of how to represent money using £ and p. They will be reinforcing previous counting methods using fives and tens to count quickly and efficiently. They will be required to show equal amounts of money and how to exchange money. They will be using bar modelling to calculate the total amount of money spent and then working out how much change is required from amounts below £100.</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>	<p>LQ: How can I use the progressive tone?</p> <p>LQ: How can I plan my letter?</p>	<p>Presenting findings from Computing and Art topic.</p>	<p>Post learning challenge:</p> <p>Evaluation task: Building on the half term's learning, design and build a bridge that is strong enough to hold at least one toy car. Understand how materials can be strengthened and changed to improve their suitability (paper tape, paper, glue)</p> <p>LQ: How can we adapt materials to create a strong, rigid bridge like Hulme Bridge?</p>		

End of unit assessment	Post assessment for multiplication and division.		Hot task LQ: How can I write a letter?			Post learning challenge: LQ: How can we adapt materials to create a strong, rigid bridge like Hulme Bridge?		
	Post assessment for measure (Length, mass, temperature, money.)		Hot task LQ: How can I write a letter?					
			Hot task LQ: How can I write a letter?					
			LQ: How can I edit my letter?					

	Geography	History	DT	Art	Computing	RE/PSHE
Prior Learning	<p>Know the main differences between city, town and village.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use a map to locate where I live.</p> <p>Know human and physical features of hot and cold places.</p> <p>Identify seasonal and daily weather patterns.</p>		<p>I use my own ideas to make something</p> <p>I cut food safely</p> <p>I choose appropriate resources and tools</p> <p>I make a simple plan before making</p> <p>Healthy eating</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p>	<p>Children have learnt about instructions and algorithms in their previous units.</p>	<p>Children have studied Judaism in Autumn term and they have looked at significant celebrations.</p>

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Pre & post assessments	<p>Week 1 - Title Page / Cold Task - a landscape of an African village from an airplane window.</p>		<p>Week 2 Pre-assessment: describe the ingredients in a salad</p>	<p>Cold Task of Tinga sketch.</p>	<p>Comparison of photographs at the beginning and end of a unit.</p>	<p>RE: What can we learn about the sacred places where people worship?</p> <p><i>PSHE: What jobs do people do and how do we make decisions about money?</i></p>
	<p>Return to the landscape and update following learning.</p> <p>Week 3 - Pre Assessment - Seasonal and daily weather patterns in the UK</p> <p>Week 5 - Return to seasonal and daily weather patterns in the UK, building on to seasons in Kenya</p>		<p>Week 7 Post-assessment: describe the ingredients in a salad.</p>			<p>RE Pre learning: What are the sacred items and where would you find them?</p> <p>RE Post learning: How and why do we celebrate special and sacred items?</p>
Unit assessment	<p>True or False - Climate</p> <p>Fill in the blanks - maps</p>		<p>Final product and evaluation</p>			<p>Quiz on religious stories studied so far.</p>

1	<p>Hook (Monday)</p> <p>Title Page / Pre Assessment - drawing the features of an African village - children will return to this mid way through the unit to add new knowledge.</p> <p>LQ: Where is Africa?</p> <p><i>• I can understand where Kenya is in the world.</i></p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya).</p> <p><i>• I can locate Kenya on a world map.</i></p>		<p>Pre-assessment: describe the ingredients in a salad</p> <p>Taste and evaluate Kochumbari - know where the ingredients come from and how e.g. from a plant or from the ground</p> <p>Introduce the design brief</p>	<p>LQ: How can I use printing techniques to create artwork inspired by the Art of Tinga Tinga?</p> <p>Activity: The children will learn about the artist Tinga Tinga before creating a piece of printed artwork inspired by his work. They will use the direct printing method with a variety of objects. They will consider layering of shapes and colours in their prints.</p>	N/A	<p>PSHE: Where does money come from and how do people spend it?</p>
2	<p>Graffiti wall (monday) and what is geography?</p> <p>LQ: What are the physical features of</p>		<p>Which ingredients are and aren't healthy - comparison between British and Kenyan food.</p>		<p>LQ: What makes a good photograph?</p>	<p>PSHE: learning about spending money. What is the difference between a need and a want?</p>

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	Africa?		Where are tomatoes and onions picked from?			
3	<p>LQ: What are the main differences between our climate and Africa's?</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Africa-Kenya and Tanzania)</p> <p><i>• I can compare the climate of Africa to the UK.</i></p>		<p>Cutting and juicing skills & hygiene.</p> <p>Adult led cutting group - how can I get the fruit into smaller pieces?</p> <p>Rest of children create hygiene poster</p>		<p>LQ: How can I use a digital camera correctly?</p>	<p>Sacred items - pre assessment.</p> <p>What is a sacred item?</p>
4	<p>LQ: What is a day in school like in an African village?</p> <p><i>To understand geographical similarities and differences through studying the human and physical</i></p>	<p>Exploring how schools in Africa have changed over time and the cause of this.</p>	<p>Design - create a kochumbari salad as a side dish for your family meal. Include fruits and vegetables that are popular in Kenyan food. (Follow recipe and adapt)</p>		<p>LQ: How can I take good photographs?</p>	<p>Where do muslims worship and what would we find there?</p>

	<p><i>geography of a small area of the United Kingdom, and of a small area in a contrasting nonEuropean country in the context of Kenya.</i></p> <p><i>• I can understand what life is like for people living in Kenya.</i></p>					
5	<p>LQ: <u>How will I explore features of the Maasai tribe?</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting nonEuropean country in the context of Kenya (Maasai).</p> <p><i>• I can understand what Maasai culture is like.</i></p>		<p>Make - make the Kenyan salad, following the recipe & safety & hygiene rules.</p>		<p>LQ: How can I edit a photo? (crop and straighten)</p>	<p>Where do Jews worship and what would we find there?</p>

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6	<p>LQ: Why do Kenyans worry about drought?</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Africa-Kenya and Tanzania)</p> <p><i>• I can compare the climate of Africa to the UK.</i></p>		<p>Evaluate - evaluate using senses. What did they like and dislike against the design criteria?</p> <p>Post assessment and end of unit assessment: describe the ingredients in a salad.</p>		<p>LQ: How can I edit a photo? (adjust brightness and add effects)</p>	<p>Where do Christians worship and what would we find there?</p>

7					LQ: How can I select photos for an electronic portfolio?	Assessment - carpet time discussions
End of Unit assessment	Where would children visit in Kenya and why? Are the places rural or urban and where are they on the map?					Post learning assessment quiz - Christianity, Islam, Judaism.

	Music	PSHE	PE	
			Games	Dance / Gymnastics
Prior Learning	Singing a melody Keeping a beat Creating a rhythm	Zones of Regulation - emotion exploration		I can copy dance moves I can use level, direction and unison when performing a motif I can move safely and creatively in a space I can give useful feedback to others

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Pre & post assessments	West African Call and Response Songs (Animals) https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/	Circle time: discuss upcoming themes and gauge understanding		
Unit assessment	Each group will create a call and response song with instruments added. This will be put onto seesaw, in video format	Pictures from Computing project.		Continuous
1	No lesson - INSET	Computing Link - PSHE: Pictures taken in Computing will follow PSHE link. LQ: What characteristics make us special?	Hockey - Working individually the children are going to travel slowly around the astro-turf keeping the ball close. Looking into changing direction, keeping head up looking for space. LQ: When travelling with the ball what must we do? Dodgeball -	<ul style="list-style-type: none"> To move safely and creatively in space To use the words from the mind map to help us move in different ways (show different types of travel showing good timing and use of levels).
2	Lesson 1: Going on safari Create short sequences of sound		Hockey - Working with a partner can children begin to travel around the astro-turf (passing and moving). Can the children then move towards goals and shoot into an empty net. LQ: When you pass the ball what should	<ul style="list-style-type: none"> To move safely and creatively in space To use the words from the mind map to help us move in different ways (show different types of travel showing good

			<p>you do next?</p> <p>Dodgeball -</p>	<p>timing and use of levels).</p>
3	<p>Lesson 2: Rhythmic safari</p> <p>Copy a short rhythm</p>	<p>LQ: How do we celebrate differences?</p>	<p>Hockey - Children will gain the knowledge of how to defend. Introducing tackling. LQ: What do we need to do in order to gain possession of the ball from the opposition?</p> <p>Dodgeball -</p>	<ul style="list-style-type: none"> • To develop creative ideas using the words in the mind map as our stimulus (start point/Inspiration) • To focus on our timing and performing the completed motif in unison
4	<p>Lesson 3: Call and Response</p> <p>Learn a traditional song from Ghana</p>	<p>LQ: How can we celebrate our strengths and personality?</p>	<p>Hockey - Children will be introduced to dribbling/ shooting. Can the children travel around the pitch effectively negotiating space and shooting using both dribbling and passing? LQ: What must we do in order to move with the ball?</p> <p>Dodgeball -</p>	<ul style="list-style-type: none"> • To creatively turn the action from our motif into travelling movements. • To show use of different levels in our travelling movements • To show different pathways in our travelling movements.

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5	<p>Lesson 4: Rhythmic response</p> <p>Create rhythms based on call and response</p>	LQ: How do we manage things that are difficult?	<p>Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting?</p> <p>Dodgeball -</p>	<ul style="list-style-type: none"> • To work well in pairs showing good cooperation skills and give useful peer feedback. • To use the poem a stimulus for creative and imaginative actions • Show use of level, direction and unison when creating and performing pairs section
6	<p>Lesson 5: The safari event</p> <p>Add dynamics (volume) to a structure of rhythms</p>	LQ: How do we manage things that are difficult?	<p>Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting?</p> <p>Dodgeball -</p>	<ul style="list-style-type: none"> • To work well in pairs showing good cooperation skills and give useful peer feedback. • To use the picture a stimulus for creative and imaginative actions • Show use of level, direction and unison when creating and performing pairs section

7	Group performance of call and response composition will be videoed and put on seesaw		<p>Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting?</p> <p>Dodgeball -</p>	<ul style="list-style-type: none"> • To understand what makes a good performance • To give useful feedback to our partner • To improve our own performance based on feedback
End of Unit Assessment	<p>Group videos of compositions on seesaw.</p> <p>By the end of the half term, a secure student will be able to:</p> <p>Use tempo, dynamics and timbre in their piece Play in time with their group Use instruments appropriately Successfully sing back the melody line in time and at the correct pitch Play either a call and/or response role in time with another pupil Perform their composition</p>	Computing pictures showing the PSHE themes explored in the unit.	<p>Hockey - All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending.</p> <p>Dodgeball -</p>	