

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:		YEAR GROUP: 2	DATE: Autumn 1 2018
Banquets, Balls and Battles	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
What would your Kingdom be like?	<p>Week 1: designing their own flag.</p> <p>Week 2: show a video clip from how to train a dragon.</p> <p>Week 3: Act out a controlled fight scene.</p> <p>Week 4: Designing their own castle.</p> <p>Week 5: Guess who game</p> <p>Week 6: Make predictions in sealed envelopes.</p> <p>Week 7: video clip from Cinderella.</p> <p>Week 8: Send off their endings to year 3 for a competition.</p>	<p>Week 1: What would your kingdom be like?</p> <p>Week 2: Who's going to win, the knight or the dragon?</p> <p>Week 3: Were you right?</p> <p>Week 4: Where do you live in your kingdom?</p> <p>Week 5: Who is the fairest of them all?</p> <p>Week 6: Cinderella vs the knight!</p> <p>Week 7: How does Cinderella survive?</p> <p>Week 8: And it all ended with a...</p>	
The knight and the dragon Cinderella			

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
RE	<ul style="list-style-type: none"> What is important to you? Christianity 	<p>Can children retell the story of Christmas?</p> <p>I can understand who the people are in the Christmas story.</p>	<p>I understand the main beliefs of Christians.</p> <p>I can explain where a Christian worships and their routines.</p>	<p>I can explain why the characters acted as they did in the Christmas story.</p> <p>I can understand the importance of the people in the Christmas story.</p>
Music	<ul style="list-style-type: none"> Singing and performing Introduction to rhythm patterns 	<p>I can play simple rhythmic patterns.</p> <p>I can sing in time with others.</p>	<p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can perform with others</p> <p>I Can play simple rhythmic patterns on an instrument.</p> <p>I can sing/clap a pulse increasing or decreasing in tempo</p>	<p>I can use simple structures in a piece of music.</p> <p>I know that phrases are where we breathe in a song.</p>
Art	<ul style="list-style-type: none"> Sketching Designing a flag 	<p>I understand how to create light and dark tones, using a pencil?</p> <p>I can sketch a variety of shapes?</p>	<p>I can use three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>I can create different tones using light and dark.</p> <p>I can set out my ideas, using annotation.</p> <p>I can keep notes as to how I have changed my work.</p>	<p>I can edit my own work.</p> <p>I can take different photographs and draw pictures displaying different moods.</p> <p>I can create a picture independently.</p>
D&T	<ul style="list-style-type: none"> Making their own shield 	<p>I can use scissors safely.</p>	<p>I can measure materials to use in a model or structure</p>	<p>I can join material in different ways and explain why I have done it.</p>

		<p>I can join materials together.</p> <p>I can make comments about my design and products.</p>	<p>I can join material in different ways.</p> <p>I can use joining, folding or rolling to make it stronger.</p> <p>I can join materials together as part of a moving product.</p> <p>I can add some kind of design to my product.</p>	<p>I can use joining, folding or rolling to make it stronger using appropriate materials.</p> <p>I can make sensible choices as to which material to use for my constructions and explain why.</p> <p>I can add some kind of design to their product with annotations.</p>
Science	Plants	<p>I can understand how to label a plant.</p> <p>I can describe what a plant generally needs to grow.</p>	<p>I can explain how seeds and bulbs grow into mature plants.</p> <p>I can find out what plants need to stay healthy.</p> <p>I can spot various plants in the local environment.</p> <p>I know how plants reproduce.</p> <p>I can make observations and record how a plant grows.</p>	<p>I can explain with observations how seeds and bulbs grow into mature plants</p> <p>I can find out and explain why plants needs water, light and temperature to stay healthy and grow.</p> <p>I know how seasons can affect the growth of certain plants.</p> <p>I can explain how plants reproduce.</p> <p>I can observe and record how plants grow in different conditions and explain why they may be different.</p>
History	Are significant individuals different now to in the past?	<p>I can explain, by looking at photographs, what is different about past and present.</p> <p>I can use phrases such as before and after when referring to things that have already happened.</p>	<p>I can use phrases such as past, present, future.</p> <p>I can use information books as well as the internet to research the significant individuals.</p> <p>I can use a range of words and phrases when describing the past and past events.</p> <p>I can find out about the past by talking to an older person.</p> <p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and later.</p> <p>I can explain why Britain has a special history by naming some famous events and people.</p> <p>I can explain what is meant by the term monarchy.</p>	<p>I can use appropriate phrases when talking about history.</p> <p>I can research and record my findings about the significant individuals.</p> <p>I can sequence the events about the life of a famous person.</p> <p>I can say at least two ways I can find out about the past, for example using books and the internet.</p> <p>I can give examples of things that are different in my life from that of a long time ago in a specific period of history such as the Victorian times.</p>
Geography	Where in the world do we live? World map	<p>Can children draw appropriate conclusions from photographs?</p> <p>Can children locate certain countries around the world?</p>	<p>I can label a diagram or photograph using geographical words.</p> <p>I can describe some physical features of their own locality.</p>	<p>I can talk about how the weather is in different parts of the UK.</p> <p>I can locate certain countries using different sources and say whether it is north, east south or west of the UK.</p>

			<p>I can locate certain countries using different sources such as globe, atlas, internet etc.</p> <p>I can find where I live on a map.</p> <p>I can name major cities of England, Scotland and wales.</p> <p>I can name the different oceans.</p>	<p>I can identify seasonal weather changes in the UK.</p> <p>I can say which continent the different oceans belong to.</p>
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DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
<p>Reading</p> <p>I can understand the importance of decoding words. I understand that some words cannot be decoded. I use the graphemes taught to blend sounds I know that phonemes may be represented by different graphemes. I know that familiar words don't need to be sounded out and blended. I read the familiar words automatically and accurately.</p> <p>I know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non fiction books are organised differently from different texts. I know that books or texts have a purpose.</p> <p>Guided reading I know the purpose of reading is to make meaning. I know that there is a range of decoding strategies I can check that the text I read makes sense I re read when I have lost the meaning</p>	<p>Writing</p> <p>Handwriting I can use some of the diagonal and horizontal strokes needed to join letters. I understand which letters when adjacent to one another are best left unjoined. I write capital letters and digits the correct size.</p> <p>Spelling I segment spoken words into phonemes and record these as graphemes.</p> <p>Composition I develop stamina for writing for writing for different purposes. I can say or plan out loud what I am going to write. I can write down ideas or key words including new vocabulary.</p> <p>Grammar My word choices are thoughtful and sometimes ambitious and with specific oral technical vocabulary used in non narrative writing</p> <p>Punctuation I use full stops and capital letters mostly correct. I mostly use exclamation and question marks accurately.</p> <p>Genres Holiday recount Instruction writing Character and setting description Retell/ sequence part of the story.</p>	<p>▪ Number and Place Value I can count in steps of 2,3,5 from 0 and in 10 from any number forward and backwards. I can read and write numbers to at least 100 in numerals and words.</p> <p>▪ Addition and Subtraction I can recall and use addition and subtraction facts to 20 fluently and use related facts up to 100. I can add and subtract numbers mentally including 2 digit numbers and 1 and 2 digit numbers and 10, 2 digit numbers and 3, 1 digit numbers.</p> <p>▪ Multiplication and Division I can recall and use multiplication facts for the 2,5,10 times table and recognising odd and even numbers.</p> <p>Greater depth I can count reliably at speed forwards and backwards in the 2,3,5, and 10. I can solve a one-step problem including addition and subtraction. I can understand that if 4+5 is 9 then 40+50 is 90.</p>

Humanities	ART	SCIENCE	ICT (Including e-safety)
<p>History Significant individuals Key events (bonfire night)</p> <p>Geography World map Oceans Landmarks Continents</p>	<p>Designing a flag Making a ball mask with annotated design</p> <p>Music Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p> <p>D&T Making their own shield</p>	Plants	<ul style="list-style-type: none"> • Scratch • Mathletics

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
<p>We will develop our Learn to learn skills by:</p> <p>Team Workers Effective Participants Reflective Learners</p>	<p>Story time Music Art Science P.E.</p>	University workshops	<p>School production Trip to Tesco</p>	<p>Talking partners in class Individual reports to the class Class discussions</p>