

Big Question: Can you imagine what it would be like to live somewhere in Asia?

Year: 2		Term: Spring 1
<p>Introduction: During the pre-learning challenge, introduce the children to the big question for this half term: 'Can you imagine what it would be like to live somewhere in Asia?' and explain how it fits in with the whole school topic of 'Imagination and Make Believe'. Look at a map of Asia and ask the children what they already know about the countries in Asia, the different cultures and religions represented, the climate, the food etc. Remind the children of their learning from Year 1 – ensure that they remember that Asia is the largest continent and that they understand that it is a diverse continent to study. Look at pictures of the city of Beijing. Ask the question: What are the similarities and differences between London and Beijing? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography
<p>Fairy Tales and Traditional Tales Writing and retelling well-known tales, writing alternative versions using the texts:</p> <ul style="list-style-type: none"> • <i>Baba Yaga,</i> • <i>The Princess and the Pea and</i> • <i>The Pea and the Princess</i> 	<p>Maths – No Problem! Mastering Numbers Length Mass Word problems</p>	<p>Asia: look at world maps and compare London with Beijing (climate, human and physical features, population, trade etc.); learn how to use a map key.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work Painting and Mixed Media: Life in Colour Exploring colour mixing and creating a range of secondary colours in paint.</p>	<p>Kapow Scheme of Work Textiles Pouches Exploring different examples of textiles and learning a simple running stitch.</p>	<p>Jigsaw scheme of work Dreams and Goals <i>Achieving realistic goals</i> <i>Perseverance</i> <i>Learning strengths</i> <i>Learning with others</i> <i>Group co-operation</i> <i>Contributing to and sharing success</i></p>
Science	RE	Computing
<p>Uses of everyday materials How materials can be changed</p>	<p>2022 Newham Agreed Syllabus Can stories change people? Why are different books special for different people?</p>	<p>Programming A Robot Algorithms</p>
PE	Music	Spanish
<p>Complete PE Scheme of Work Specialist teacher Gymnastics: Linking Class teacher Dance: Explorers</p>	<p>Marching and Waltzing Music for Different Moods</p>	<p>My house Children will learn the names of the parts of the house including the garden. Snail story and song</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Comprehension</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. • Making inferences on the basis of what is being said and done. 		

- Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.

Writing Transcription

- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Writing Composition

- Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.
- Make simple additions, revisions and corrections to writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).

Vocab, Grammar, Punctuation

- Learn how to use subordination (when, if, that, because) and co-ordination (or, and, but).
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list.
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Maths

Maths No Problem Chapter 5 and 6

Review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways, apply their knowledge of the composition of 11–19 to calculations in which 10 is a part, apply their knowledge of composition to facts involving 3 addends.

Geography

Locational Knowledge:

Considering capital cities of the UK and China.

Place Knowledge:

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 non-European country.

Physical/Human Geography

Chn to consider key physical and human features of both places.

Geographical Skills:

Using maps, atlases and globes to locate Beijing/London.

Working towards	Expected	Greater depth
I can identify basic similarities and differences between the human and physical geography of London and Beijing.	I can identify some of the similarities and differences between the human and physical geography of London and Beijing and use related vocabulary .	I can describe the key human and physical features of both London and Beijing and justify why someone would choose to live in either place.

Art and Design

Make

Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.

Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.

Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.

Knowledge of artists

Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.

Evaluate

Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

Working towards

I can **identify** primary and secondary colours and can **make predictions** about what will happen when two colours mix.

Expected

I can **describe** the colours and textures I see and can **explain** my choices for which tool I have used to try and recreate different textures.

Greater depth

I can mix colours effectively to match a particular colour; **explain** my choice of material using descriptions of colour and texture and **describe** what I like and dislike about a piece of work.

Design and Technology

Design

- Designing a pouch.

Make

- Selecting and cutting fabrics for sewing.
- Decorating a pouch using fabric glue or running stitch.
- Threading a needle.
- Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.
- Neatly pinning and cutting fabric using a template.

Evaluate

- Troubleshooting scenarios posed by teacher.
- Evaluating the quality of the stitching on others' work.
- Discussing as a class, the success of their stitching against the success criteria.

Identifying aspects of their peers' work that they particularly like and why.

Working towards

I can **describe** how a joining technique connects two pieces of material together.

Expected

I can **explain** the advantages and disadvantages of using different joining techniques on different materials and **name** a variety of stitches.

Greater depth

I can **thread** a needle, **use** a variety of stitch types and **tie** a knot after the last stitch.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I can choose a realistic goal and think about how to achieve it. I can identify my successes and achievements and know how this makes me feel (proud).
- I can persevere even when I find tasks difficult. I can tell you some of my strengths as a learner.
- I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I understand how working with other people can help me to learn
- I can work cooperatively in a group to create an end product. I can work with other people to solve problems.
- I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.
- I know how to share success with other people. I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).

Working Towards

I can tell you what I did to help my group create the end product.
I can say how I felt about working in the group.

Working At

I can explain some of the ways I worked cooperatively in my group to create the end product.
I can express how it felt to be working as part of this group.

Working Beyond

I can explain how my own and other people's contributions helped the group to create the end product.
I can explain what felt good and what felt difficult about working in our group.

Science

- All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.
- A material can be suitable for different purposes and an object can be made of different materials.
- Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. can be a property of the material or depend on how the material has been processed e.g. thickness.

RE

Pupils should be taught to consider which books are special for themselves, and why, and about the important place of books in religious traditions – Christianity, Islam, Hinduism, Sikhism and Judaism – and how people’s attitudes to these books are shown in how they treat them.

Working towards

I can **name** the holy books from different religions and **describe** why they are special to believers.

Expected

I can also **describe** examples of how believers learn from their holy book.

Greater depth

I can also **make connections** with what is special to me.

Computing

This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

Working Towards

I can **combine** direction commands to **make a sequence**, and **describe** what happens when the order of the instructions is changed.

Expected

I can **explain** the choices for my mat design and **test** it to make sure it is usable, **designing** an algorithm with a particular goal.

Greater Depth

I can **use** my algorithm to **create** a program and then **test** and **debug** the program.

PE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Working Towards

I can move by body without making sounds and point my fingers and toes.
I can move different parts of my body.

Expected

I can make shapes using the ‘big’ parts of my body and hold the shape for 4 seconds before moving into a new shape.
I can move with control, respond to rhythm and move in relation to music.

Greater Depth

I can incorporate rolls into my sequences.
I can make my movements flow and respond with appropriate actions and speeds depending on the music.

Music

The children will be introduced to different types of music and taught to identify and describe the differences using music vocabulary.

Working Towards

I **identify** a beat and **join in**.

Expected

I can **make patterns** with sounds (123 123, 12 12 etc.).

Greater Depth

I can **identify** whether music is counting in twos or threes and **explain the difference** between marching and waltzing music.

Spanish

To write some familiar words related to the parts of the house.

To ask and answer simple questions about the house and the garden.

To appreciate songs and rhymes in Spanish.

Working Towards

To ask and answer simple questions about the house and garden with the help of prompts.

Expected

To ask and answer simple questions about the house and garden with generally good intonation and pronunciation.

Greater Depth

To ask and answer simple questions about the house and garden with spontaneity and accuracy.

Educational Visits and Visitors

Visit Chinatown

British Museum- Asian Galleries

Traditional Asian theatre

V and A museum: V&A Voyage. Explore traditional clothes, religious objects and items used in everyday life from India, China, Japan and the Islamic Middle East.

Cross-curricular links: History/RE FREE: Gurdwara and Hindu temple visit

Sequence of Key skills/objectives/context (Key teaching points) in Geography

- Compare the locations of Beijing and London.

Children to know what a capital city is, the country and continent of both places. Compare size of both cities and countries including population. Use atlases and printed maps to support.

- Explore physical features of China and the UK.

Children should consider key physical features: topography, rivers. Relate back to Beijing and London. Which rivers flow through both cities? Are there any mountains in either city? Weather and climate, plants and animals. What is the weather and climate of London and Beijing? What animals do you find in either city?

- Explore human features of Beijing and London.

Children should consider key human features: landmarks of both cities (look at aerial views/skylines). Beijing: e.g. The Great Wall, Tiananmen Square, Forbidden City, Summer Palace, Bird's Nest. London: e.g. The Tower of London, Trafalgar Square, Buckingham Palace, Regent's Park, Olympic Stadium. Daily life - school day, transport and pollution.

- Compare human and physical features of London and Beijing.

Children should write sentences (e.g. a letter to a child in Beijing) to compare London to Beijing.

Key Vocabulary

Geography: Beijing, climate, features, human, population, trade, map, Asia, Europe, continents, equator, globe, countries.

Science: Change, material, squash, twist, bend, flexible.

D&T: Textile, materials, felt, sewing, stitching, pouch, target audience, appealing, prototype, needle, thread, running stitch, cross stitch, fabric, knot,

PSHE: Dreams and goals, achievement, realistic goals, perseverance, strengths, co-operation, and contribution.

PE: Exploring and travelling.

RE: Bible, Qur'an, Torah, Shrimad Bhagwad, Guru Granth Sahib, Tipitaka.

Computing: Instruction, sequence, clear, unambiguous, algorithm, order, program, prediction, artwork, route, map, design, debugging and decomposition.

Additional Information

Chinese New Year 2024 will fall on Saturday, February 10th, 2024, starting a year of the Dragon.

Evidence in the books and on display:

- The children will have retold the story of Chinese New Year.
- In geography books: map of the world with the continents, London, the countries of the UK, China, Beijing, poles, equator and seas all correctly labelled and a map of Asia with the different countries in this continent labelled and briefly described in a table below the map.
- Children will have written about the expanse of countries that come under Asia.
- In geography books: maps and pictures of Beijing and London used to make comparisons between the similarities and differences between these two cities.
- In books: conclusions made about what it would be like to live in Beijing, including rule of law, government, climate, leisure, work, school, religion etc.
- Investigation into the typical diet of a person living in China and how and when they would eat (introducing children to chopsticks rather than cutlery being used).
- The children will have written about their dreams and goals.

Outcomes:

- The children will have a better understanding of the wider world and will be able to talk specifically about the countries found in Asia.

- To be able to talk about and find Asia on the map, including some of the countries found in Asia and their capital cities.
- To be able to locate, name and talk about different regions (e.g. mountain ranges, rivers, seas etc. found in Asia).
- To investigate the range of climate and features of different areas in Asia.
- To select a contrasting city in Asia and compare its similarities and differences to London.
- To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- The children will be able to imagine what life is like for others living in Beijing.
- The children will understand what it means to Chinese people to celebrate Chinese New Year.
- The children will understand how working together can help to solve problems more quickly and efficiently.

Helpful Websites

Chinese New Year: <https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-chinese-new-year-festivals-lunar-festival/zp993j6>

Geography – The continent of Asia:

<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zmy7m39>

Science – Use of Everyday Materials:

<https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/zd9w8hv> and

<https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/z62txbk>

Computing – What is an algorithm?:

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4>

What is a computer program?

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zykx6sg>

How do you program a robot?

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zqnc4wx>

SMSC

Spiritual	Moral	Social	Cultural
-Awe and wonder when learning about new places in the world that they didn't know about.	-Respecting other cultures. -Use the story of the animals in the story to talk about which animals showed good morals.	-How do collective celebrations help people to feel a part of their community?	-Learning about Beijing compared to London -How are the cultures found in Asia similar and different? -How is Chinese New Year celebrated?

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How are the governments run in the countries in Asia? Are they all the same or are there differences?	-What freedoms to people living in the different countries in Asia have?	-Respecting other cultures -Learning about other people and other places helps us to have respect for them.	-Are the rules in Asia similar or different to the ones we follow here?

Links to Rights Respecting Schools

Article 14 – Freedom of thought and religion

- Being respectful to other cultures in geography.

Article 17 – Access to Information

- Learning about a variety of cultures.

Article 31 – Rest, play, culture, arts

- Learning about how Chinese New Year is celebrated.

Links to Safeguarding

- Handling objects from other places with care in geography.

Celebrating Heritage

- Celebrating cultures by studying Beijing and London in geography.
- Learning about Chinese New Year – how and why it is celebrated.
- Opportunities to talk about where our families come from.