

Big Question: What rules do you have to follow to stay safe in the park?

Year: 2		Term: Summer 2
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the big question for this half term: 'What rules do you have to follow to stay safe in the park?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Ask them to discuss what they already know about the country of Botswana and the continent it is in – Africa. Where might they have read or seen something about it (e.g. in stories or on TV)? Show the children a map of Africa and explain that Africa is a continent made up of different countries, and Botswana is one of these. Explain that we will be comparing Richmond Park in London with Chobe national park in Botswana. Show the children pictures of both and ask them to start to look at the similarities and differences between them. Show the children the learning challenge question: What similarities and differences are there between Regents Park and the national park in Botswana? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography
<p>Follow the Rules Non-fictional writing around the topic of sports and games</p>	<p>Time Volume and Capacity Word Problems</p>	<p>Understand geographical similarities and differences through studying Richmond Park and the Chobe National park in Botswana.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work <i>Sculpture and 3D</i> Clay Houses</p>	<p>Kapow Scheme of Work <i>Food Technology: Nutrition</i> A Balanced Diet</p>	<p>Jigsaw Scheme of Work Changing Me</p>
Science	RE	Computing
<p>Plants and Living things and their habitats: Simple food chains</p>	<p>2022 Newham Agreed Syllabus <i>What can we learn from special stories?</i> How can we live in peace?</p>	<p>NCCE Scheme of Work <i>Programming B</i> Programming Quizzes</p>
PE	Music	Spanish
<p>Complete PE Scheme of Work PE Coach: Ball Skills: Hands 1 Class Teacher: Attack v Defence: Games For Understanding</p>	<p>Music Express Rhythm, Pitch, Dynamics and Tempo Revisited</p>	<p>The toy shop Children will revise and learn the names of new toys and will learn a basic role-play.</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read words containing common suffixes • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Being introduced to non-fiction books that are structured in different ways • Spell by: learning the possessive apostrophe (singular): e.g. the girl's book e.g. Megan's, Ravi's, the girl's, the child's, the man's (see Appendix 1, pg 47). • Spell by: learning to spell more words with contracted forms e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will (see Appendix 1 pg 47). 		

- Develop positive attitudes towards and stamina for writing by: writing about real events
- 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 their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Learn how to use: sentences with different forms: statement, question, exclamation, command
- Learn how to use: the present and past tenses correctly and consistently including the progressive form
- 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).

Working towards	Expected	Greater depth
I can write a simple non-chronological report about a famous sports personality	I can write a non-chronological report to explain how a game is played. I will use conjunctions such as, and, but or because, to extend my sentences.	I can write an effective and coherent non-chronological report, using a range of sentence types.

Maths

Measurement: Time
 To tell and write time to 5-minute intervals.
 To tell time to 5-minute intervals and to the hour.
 To find the ending of a duration of time from different 5-minute starting points.
 To find the starting time from 30-minute and 1-hour interval durations.

Measurement: Volume
 To compare volume in different-sized containers using the terms 'greater than,' 'less than,' 'greatest' and 'least.'
 To measure volume using litres and determine whether an amount is 'more than,' 'less than' or 'equal to' a litre.
 To measure volume using millilitres and litres; to determine how many ml there are in 1 l.
 To solve word problems involving volume and multiplication.

Working towards	Expected	Greater depth
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Geography
 Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans.

Place knowledge

- understand and compare geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Richmond Park), and of a small area in a contrasting non-European country (Chobe National Park in Botswana).

Human and physical geography

- 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.
- use basic geographical vocabulary to refer to key physical and human features.

Working towards	Expected	Greater depth
I can locate Botswana on a map, draw a basic map of Richmond Park and describe geographical similarities and differences between this area in the UK and an area in Botswana.	I can locate Botswana on a map, draw a map (with symbols and a key) of Richmond Park and explain geographical similarities and differences between this area in the UK and an area in Botswana.	I can locate Botswana and identify key landmarks and basic human and physical features; draw a detailed map of Richmond Park and explain geographical similarities and differences between this area in the UK and an area in Botswana.

Art and Design

This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.

Working towards	Expected	Greater depth
I can experiment with shaping clay in different ways, using different tools.	I can create a clay tile using my knowledge of how to work best with clay (scoring, using slip etc.).	I know that an artist who works with clay is called a ceramic artist and I can give an opinion on artist Rachel Whiteread's sculptures.

Design and Technology

Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.

Working towards	Expected	Greater depth
I can prepare food in a variety of different ways (snipping, spreading grating etc.), using different tools, with support.	I can design and make a tasty, balanced wrap and prepare the ingredients in a variety of different ways (snipping, spreading grating etc.), using different tools.	I can explain the reasons behind my choices for which ingredients are included in my wrap and relate them to taste and health reasons.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.
- I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
- I can appreciate that some parts of my body are private. I can tell you what I like about being me.*
- I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.
- I can identify what I am looking forward to when I am in Year 3. I can start to think about changes I will make when I am in Year 3 and know how to go about this.

*Lesson 4 will be adapted from the Jigsaw plans. The learning intentions have been tweaked. Do not complete the card sorting activity. Explain that boys and girls have different private parts – the technical words are a vulva for girls and a penis for boys. Explain that our families may have family names for these parts and that is okay. Explain that it is not appropriate to talk about our private parts in the playground etc. but if we want to ask a question, we can ask our parents or carers or ask a trusted adult at school. Parents and carers will also be encouraged to support their children in using the correct terms for the parts of the body. Speak to the PSHE lead about any other parts of the lesson you may have questions about.

Working towards	Expected	Greater depth
I can correctly name the main parts of my body.	I can identify what I like and what I dislike about myself.	I can explain what I like and dislike about myself.

Science

I can observe and describe how seeds and bulbs grow into mature plants.

I can describe how animals obtain their food from plants and other animals.

I can create simple food chains.

I can identify and name different sources of food using information in simple food chains.

Working towards	Expected	Greater depth
I can describe how animals obtain their food from plants and other animals. I can use a food chain to name different sources of food.	I can use a food chain to name different sources of food. I can create a simple food chain and describe who eats whom.	I can create a simple food chain and describe who eats whom. I can explore the school grounds or local park or own garden and find food chains.

RE

Pupils should be taught about the concept of peace – both inner and outer peace – and understand that people's beliefs and values affect the way in which they live with others.

Working towards	Expected	Greater depth
I can recall examples of peace discussed in my RE lessons.	I can describe different examples of peace and explain what peace means to me.	I can describe and make connections between my ideas about peace and other people's. I can explain why peace is important in a range of religions and worldviews.

Computing

Pupils begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. They will evaluate their work and make improvements to their programming projects.

Working towards	Expected	Greater depth
I can identify the start of a sequence and identify that a program needs to be started; I can show how to run my program.	I can predict the outcome of a sequence of commands and match two sequences with the same outcome; I can change the outcome of a sequence of commands.	I can explain that a sequence of commands has an outcome and design and create a program using given criteria and explain how my project could have been improved.

PE
Pupils will learn to tag, change direction to dodge and follow the rules of a game. They will practise and apply simple defensive and attacking strategies.

Working towards	Expected	Greater depth
I can understand that skills I need to use to be able to defend and attack.	I can understand and demonstrate the transition from defence to attack.	I can create and apply attacking and defending tactics and be successful in a competition.

Music
The pupils will recall that the elements of music are all around us. They are in every part of our life, even our body! They will learn about the 4 elements of music – rhythm, pitch, dynamics and tempo.

Working towards	Expected	Greater depth
I can use body percussion, instrument and voices.	I can play notes clearly on instruments (e.g. on a glockenspiel) and I can use musical terms when talking about music (e.g. tempo, dynamic etc.).	I can listen and copy rhythmic and melodic patterns and rehearse, sing songs and play music from memory.

Spanish

Working towards	Expected	Greater depth
I can listen and recognise some vocabulary. I can repeat some vocabulary. I can Join in with some actions in songs, stories and rhymes.	I can listen and recognise most of vocabulary encountered. I can recognise a familiar question and respond. I can join in with actions of songs, stories and rhymes and say some words.	I can produce a simple sentence. I can identify rhyming words or sounds in a song or rhyme. I can say a rhyme or sing a song from memory.

Possible Educational Visits and Visitors
Richmond Park
Horniman Museum
The British Museum

- Sequence of Key skills/objectives/context (Key teaching points)**
- Revise knowledge of continents from Year 1 – look again at the continents song <https://www.youtube.com/watch?v=K6DSMZ8b3LE> (Seven continents song).
 - Compare the continents of Africa and Europe using maps and globes.
 - Look at where the continents of Africa and Europe are compared to the Equator and the Poles using maps and globes.
 - Find out about Botswana – key features, language, currency etc.
 - Map the location of Richmond Park and the Chobe National Park in Botswana.
 - Compare the human and physical features of Richmond Park and Chobe National Park.

Key Vocabulary

Continent	Equator	Oasis	Swamp
Desert	Grassland	Savannah	Tribe

Research Links (for staff)
You're Dead to me Podcast episodes including (but not limited to): Njinga of Ndongo and Matamba (warrior queen in 17th century West Africa), The Asante Empire, Mansa Musa and Queen of Sheba.

- Evidence in the books and on display**
- Display key vocabulary:
 - Words associated with geographical features, e.g. oasis, desert, savannah, equator, famous rivers and mountains, continent, tribe.
 - Everyday words, e.g. names of animals and countries found in Africa.

- Display pictures and photographs of countries in Africa and a map of the continent (see display resources).
- Display artefacts from countries in Africa.
- In the books, the children will have drawn and labelled a map of the continent of Africa.
- In the books, the children will have drawn and labelled different artefacts from countries in Africa.
- In books, the children will have written about the similarities and differences between a place in the UK and a place in Botswana.
- The children will have written a variety of different genres around the topic, e.g. letters to people living in Botswana asking them about it; non-chronological report on looking after lions in Botswana, a diary of someone who has been on safari in Botswana, a poster advertising a holiday in Botswana etc.

Outcomes

- The children will be able to use words connected with the geographical features discussed.
- They will have handled and drawn objects from countries in Africa, and asked and answered questions about their function and meaning.
- The children will develop an understanding of how to use different sources of information and an ability to ask and answer questions about different sources of information.
- The children will be able to compare two different places in the world (one in the UK and one in Botswana).

Helpful Websites

- <https://www.bbc.co.uk/bitesize/articles/z27gcmn> - let's explore the continent of Africa.
- <https://www.horniman.ac.uk/resource/africa/>
- <https://www.britishmuseum.org/collection/galleries/africa>
- <https://www.britishmuseum.org/collection/africa>
- <https://www.bbc.com/bitesize/articles/znxp92p>
- <https://www.bbc.com/teach/class-clips-video/geography-ks1-ks2-your-world-edinburgh-addis-ababa/zdy76v4>
- <https://www.kids-world-travel-guide.com/africa-facts.html>

Strategies for EAL learners and SEN

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

SMSC

Spiritual	Moral	Social	Cultural
-To be able to imagine what life must be like in a different country. Awe and wonder at the diversity of our world.	-Use the Adinkra symbols to investigate self and identity and reflect on whether we consider ourselves to be moral people.	-What do different people do in their spare time? Is there anything that the children in other countries do that is different to Britain?	-How are the cultures similar and different? Think about how in Britain, cultures are incorporated (e.g. food, music, dress etc.).

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-What is the ruling practice in Botswana? How is that similar and different to the UK?	-What does having liberty mean?	-Developing an understanding of the differences and similarities between people and their lives around the	-Does Botswana follow the UN convention of rights? Are the laws in Botswana the same as in Britain?

		world and trying to understand and learn more about the differences.	
Links to Rights Respecting Schools			
Article 12 – Every child has the right to express their views, feelings and wishes in all matters.			
Article 29 – Education must develop every child’s talents, abilities and personality.			
Links to Safeguarding			
<ul style="list-style-type: none"> • Learning about the country code. • Learning about how to stay safe in the countryside (thinking about plants such as nettles and animals such as cows). 			
Celebrating Heritage			
<ul style="list-style-type: none"> • Learning about how people live in a variety of places around the world. • Talk to the children about some of the artefacts on display in museums in the UK that are from Africa (e.g. the Benin Bronzes in The British Museum and The Horniman Museum) – talk about the current debate and activism taking place to try and get the artefacts returned. What do the pupils believe is the right thing to do? 			