

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"					
Our Learning Challenge				Can we create a gallery to share the culture of China? How can we produce and display this?	
Year	2	Term	Spring	Our Vision and values	<p>I will be proud of all that I do and treat others with kindness</p> <p>I will respect and value myself and others no matter what we believe, how we look or where we live</p> <p>I will be responsible for the way I behave</p> <p>I will be the best that I can be</p> <p>I will embrace new challenges and learning opportunities</p> <p>I will reflect on my learning and listen to advice from others about how to improve</p> <p>I will have fun, enjoy learning new things at school and have the courage to make mistakes</p> <p>I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		<p>Chinese Dragon Dance, performance to parents.</p> <p>Chinese Festival day to invite parents, display art work.</p> <p>Raise money to adopt a panda</p>		British Values	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> Encouraging children to make decisions together. Providing opportunities for children to vote between choices of activity. Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. Encouraging children to develop a positive sense of themselves. Provide activities for all children to engage in and actively challenge gender specific tasks and activities. <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy. For example:</p> <ul style="list-style-type: none"> By working together to create group rules. By understanding their own and others' behaviour and feelings and the consequence of these. Encouraging and supporting children to learn how to distinguish right from wrong. <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> Encouraging children to learn about the world around them - both locally and further afield. Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,
Starting Stimulus			Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding	
Visit to Chinese Art Gallery - Compton Verney? Explore Chinese Art, make own Chinese clay vessel			Create a new Chinese dragon dance Visit a Chinese restaurant; look at menus and make our own Visit a Chinese shop; view and sketch Chinese artefacts	JIGSAW - Dreams and Goals - Spring 1 (see individual year group for differentiated planning) Stay motivated when doing something challenging	

Perform a poem in a group
 Make creatures out of clay and paint them
 Make clothes

Keep trying even when its difficult
 Work well with a partner or in a group
 Have a positive attitude
 Help others to achieve their goals
 Are working hard to achieve their own dreams and goals

JIGSAW -Healthy Me- Spring 2
 (see individual year group for differentiated planning)
 Have made a healthy choice
 Have eaten a healthy balanced diet
 Have been physically active
 Have tried to keep themselves and others safe
 Know how to be a good friend and enjoy healthy relationships
 Know how to keep calm and deal with difficult situations

Positive Self Image and Growing Up - body changes
 Sports safety (e.g. swimming getting changed safely)

Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities
Week 1 Where is China in the world?	Geography, English	Map of China, map of the world. Draw and label own map identifying major cities Non-chronological report about China
Week 2 What do you know about China? What is it like there?	Geography, English, Computing	Non-chronological report about China
Week 3 -6 Can we compare China with the local area?	Geography, DT (Mechanisms), Art, computing, English	Written comparison x1 week Letter / diary writing to a child in China - wk 6 DT - Moving mechanisms - make a Chinese or UK themed box with moving mechanism x2 weeks Email Edinburgh Zoo - questions about pandas etc Non-chronological report about pandas/Chinese animals
Week 7 How is Chinese New Year celebrated?	DT (Textiles), Music (describing and transcribing), Art (Digital Media)	DT/Music Focus days - carousel DT -Sewing puppets DT - Making string puppets Art - Digital media - CNY dragon / animals on app Music- listening and describing. Transcribing using garage band app

<p>Week 8 Can we create a gallery to share the culture of China? How can we produce and display this? Can we communicate this through artistic forms and run a gallery?</p>	English, Art (Drawing)	English – Willow Pattern / The Magic paintbrush Art – sketching from The Magic Paintbrush Taking inspiration – Designing and making own Willow Pattern plates
<p>Week 9 Can we create our own Chinese pottery?</p>	Art , DT (Sculpture)	DT -Design own vessel DT -Visit to Compton Verney DT Make own vessel
<p>Week 10-12 Can we create a gallery to share the culture of China? How can we produce and display this? Can we communicate this through artistic forms and run a gallery?</p>	Art, computing (databases), PE, Music (perform)	Computing – branching databases linking to science Art – Chinese lanterns, Chinese drum English – instructions PE – Chinese dragon dance

Relationship to Core Subjects

English Skills		Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that 	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Write, review and improve. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> Use well-chosen adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> Write about more than one idea. Group related information. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. 	<p>Year 2 Spring</p> <p>Measurement: Money</p> <p>Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Geometry- properties of shape</p> <p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a</p>	<p><u>1. Living, Dead and Never Alive</u></p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</p> <ul style="list-style-type: none"> I can compare the differences between things that are living, dead and have never been alive. <p>To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.</p> <ul style="list-style-type: none"> I can answer questions about things that are living, dead or have never been alive. <p><u>2. Local Habitats</u></p> <p>To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</p> <p>To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p> <p><u>3. Microhabitats</u></p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p> <p><u>4. World Habitats</u></p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in</p>

<p>contain the same graphemes as above.</p> <ul style="list-style-type: none"> • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. <p><u>To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. <p><u>To present neatly</u></p> <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 	<p>straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>Number - fractions</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3</p> <p>Recognise the equivalence of 2/4 and 1/2.</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<p>them.</p> <p>To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.</p> <p><u>5. Living, Dead and Never Alive</u></p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.</p> <p>6. Food Chains</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p> <p>Working Scientifically (KS1 WS)</p> <ol style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
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	<p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 		
<p><u>Key Texts</u></p> <p><u>Fiction</u></p> <p>R Dahl - The Twits Lon Po Po J Donaldson - The Magic Paintbrush M Latimer - Dear Panda...</p>	<p><u>Non-fiction</u></p> <p>All about China China Today The Great Wall of China</p>	<p><u>Poems</u></p> <p>The Willow Pattern Plate To be a Dragon The Eagle The Starling</p>	
English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes	
<p>Write descriptions of imaginary settings, and then use these in the opening of stories</p> <p>Write stories and plays that use the language of fairy tales and traditional tales</p> <p>Respond to texts by writing replies to given letters and emails</p> <p>Write fictional diaries in the style of 'Dear Panda...'</p> <p>Write recounts following visits/ events/ visitor; present in different forms</p> <p>Write non-chronological reports and fact files about countries/ animals, particularly re China; present to the class</p> <p>Learn a poem by heart</p> <p>Write poems that involve pattern, rhyme and repetition</p>	<p>Outcomes - Design own takeaway menu</p> <p>Costings of ingredients to make a meal and how much to sell for to make a profit</p> <p>2D and 3D shapes to make dragons and other Chinese</p> <p>Making own tangrams from 2D shapes</p> <p>Writing own money problems relating to Chinese New Year celebrations</p> <p>Plan a trip to China - how long will it take to travel, how much to fly? Time difference?</p> <p>Find all possibilities for different amounts of money using different permutations of coins</p>	<p>Going on a walk around the school, looking at plants and animals in the area.</p> <p>Investigate classification, identify and sort animals and plants into groups.</p> <p>Venn and Carroll diagrams of living/not living/never alive.</p> <p>Explore habitats around the world, especially focus on pandas in China.</p> <p>Explore endangered animals, dangers to habitats.</p> <p>Investigate what animals live in our local area and how to support them, build and choose a place for a 'home' RSPB link</p>	

Relationship to Foundation Subjects		
Art and Design Skills	Design and Technology Skills	Computing
<p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. <p>To master techniques in:</p> <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>Digital Media - dragons</p> <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created <p>Textiles - puppets</p> <ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Construction -</p> <ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics -- Create products using levers, wheels and winding mechanisms.</p>	<p>To connect</p> <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites <p>To communicate</p> <ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. <p>To collect</p> <ul style="list-style-type: none"> Use simple databases to record information in areas across the curriculum.
Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes
<p>Explore different styles of Chinese Art- Willow Pattern, Plum Blossom, Chinese symbols in art, dragons, Paper Lanterns: English links Sculpture - Chinese Vessels (Compton Verney Visit)</p>	<p>Moving pictures - China and UK Hand puppets / Chinese purses - sewing String puppets - construction</p>	<p>Spring 1 We are detectives To connect (email famous / local luminaries) School email</p> <p>Spring 2 We are game testers To create (branching database, problem solving using control /</p>

		algorithms) Scratch	
Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. 	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p><u>To perform</u></p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p>(Handel - Music for the Royal Fireworks, Pentatonic Scales - Compare tempo, pitch and atmosphere of Ambush from All Sides by Shi mian mai fu, Autumn Moon over Han Palace)</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To transcribe (Chinese symbols)</u></p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Games Spring 1</p> <p>1a. To develop practical skills in games in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p>Spring 2 - Dance - Chinese Dragon Dance</p>
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
Science links, explore local area, habitats, features, weather etc, compare and contrast to an area in China, Panda habitats	Links to Art, researching Terracotta Warriors, Chinese Art	Describe Chinese music To transcribe - use Garage Band to	Games Improvement of gross motor

		record a traditional and modern piece of music. To perform - Easter assembly	skills Able to choose the correct technique depending on activity Use skills in competitive situations Chinese dragon dance for museum
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RE Skills

Understand beliefs and teachings

- Describe some of the teachings of a religion.
 - Describe some of the main festivals or celebrations of a religion.
- To understand practices and lifestyles
- Recognise, name and describe some religious artefacts, places and practices.
- To understand how beliefs are conveyed
- Name some religious symbols.
 - Explain the meaning of some religious symbols.

To reflect

- Identify the things that are important in their own lives and compare these to religious beliefs.
 - Relate emotions to some of the experiences of religious figures studied.
 - Ask questions about puzzling aspects of life.
- To understand values
- Identify how they have to make their own choices in life.
 - Explain how actions affect others.
 - Show an understanding of the term 'morals'.

RE Outcomes

Spring-
Salvation - drama of the Easter story, sequencing / retelling of Holy Week, reflections upon hardest things to forgive
BS -Hajj creative poster, Sikh place of worship factfile.