

Challenge Pack **Faithful Friends on Tour**

Learning Challenge

Can we find out about people's religions and cultures so that we can produce cultural art work and book for our Faithful Friends?



Hooks or memorable experiences

All staff dress in traditional Asian clothing.
Faithful Friends of Smethwick visit.
Bhangra dance workshop.
Visiting Artist workshop.
Holly lodge drummers.

Public Outcome – How will this demonstrate learning?

Presentation of work to local faith leaders, Christian, Muslim, Sikh, and a piece of art work for each place of worship.

Class texts- whole class reading, extracts, thematic books

The Legend of Nian	Tigerella
The Empty Pot	The Tiger Skin Rug
The Unhappy Stonecutter	The Willow Pattern Story
Chester Choi	The Runaway Chappati
Please Mr. Panda	The Story of Rama and Sita
Oi Get Off Our Train	Balloon for Grandad
Midnight Tiger	'Twas the Night Before Christmas
Nativity Story	

Thinking and learning skills and tools – *We use Building Learning Power and some thinking organisers (like mindmaps, CAFs and PMIs) to help us be good learners. We learn how to work independently and not give up even when we face a challenge.*

Collaboration
Perseverance
Noticing
Empathy and Listening
Imagination

Concept Questions-

What is culture?
What is religion?
Why are these so important to people?
Does everyone need to believe the same thing?
What is special?
Why are stories important to many people?
Why do people celebrate?

Key Questions *those asked to measure understanding of pupils at key milestone points during the term*

Where would you prefer to live, Smethwick or Asia? Why? (Geography)
Why is light important to religions and celebrating? (RE)
What ideas did you have to make your willow plate design better? (Design Technology)
Would you tell someone your real name on the internet? Why? (Computing)
What kind sounds or instruments would you use for a dragon dance? (Music)
What kind of instruments would you use for Baby Jesus asleep in the manger? (Music)
If the other team have the ball, what is the best way of your team winning it back? Why? (PE)
If I'm trying to draw something, what do I need to think about? (Art)

Year Group	2	Term	Autumn 1 and 2	Challenge pack	Faithful Friends on Tour	
SUBJECT FOCUS		Children will learn about/ will know ... (Declarative knowledge)		Children will know how to... (Procedural knowledge)	Prior learning (Schemata)	Vocabulary
Geography		What are the 7 continents and 5 oceans of the world? <i>North America, South America, Europe, Asia, Africa, Australia, Antarctica</i> <i>Atlantic, Pacific, India, Southern, Arctic</i> What human and physical features will you find in Asia? <i>Physical- river, forest, stream, coast, mountain, rainforest, grassland, savannah, bamboo rainforest, desert.</i> Human- Golden Temple, Great Wall of China, Taj Mahal, Lion's rock. Cities, towns and villages. What are the four compass directions? North south east west What is an aerial view? What is an eye level view? How are they different? (Why is aerial view important to map makers?) <i>Aerial view is taken from above to locate landmarks (human and physical)</i> <i>An eye-level view is what things look like as you see them.</i> Knows that a map key shows human and physical features on a map.		G 2.1a Name the continents and oceans of the world G 2.1 Use geographical words e.g. town, city, to describe the local area and its features and compare Smethwick to a rural Chinese settlement. G 2.2 Describe features of an area using geographical terms e.g. hospital, places of worship, shops, mountains, transport, river, canal, library, motorway. G 2.4a Use a junior atlas to locate key places (including hot and cold places) G 2.4 Create a simple map using basic symbols in a key to recreate their own classroom. G 2.5 Following directions, starting to use north, south, east and west	Compare differences and similarities between local area and natural environment. UK and its 4 countries and seas North and South Pole, equator on a globe and map. Identify hot and cold places, as well as placing animals on a map according to where they think they live.	Human and Physical Feature Aerial photo Compass direction north south east west Equator Oceans continents countries Canal bridge town motorway train tracks house shops church Gurdwara park pond swimming baths school farming fields rice paddy tower River coast mountain hill forest sea ocean valley bamboo forest rainforest grassland desert savannah
RE		Who celebrates Diwali? Sikhs and Hindus share the celebration but have different special people. How do Hindus and Sikhs celebrate Diwali? decorating their houses, wearing special clothes and lighting divas. Why do Hindus and Sikhs celebrate Diwali? Sikhs- the story of the Guru's cloak (Guru Har Gobind) Hindus- the story of Rama and Sita. What is an important symbol in Hinduism, Sikhism and Christianity? Consider why Light is an important symbol. Why is Christmas important to Christians? The Nativity, the birth of Jesus, good news. Christians believe Jesus is the son of God. Know key religious beliefs from stories		RE 2.2a Describe religious figures studied RE 2.2b Identify similarities between 2 religions. RE 2.3 Suggest meanings of religious symbols or objects (light) RE 2.3a Describe how beliefs are expressed differently RE 2.5 Discuss own and other's religious experiences RE 2.5a Describe values in their own life and others Learn to respect that people have different beliefs	Islam – five pillars, place of worship, special book, Eid. Nativity stories retold	Special book Place of worship Bible, Guru, Rama, Sita, Hanuman, Divas, Holy Sacred (adjectives linked to the Guru's cloak) Respect, faith, belonging, God, Pray, Prayer, joy, hope, peace, love

Art	<p>Which tools and materials are best for a task? Use a range of materials to create artwork and different effects. Use of water colour, poster paint, fabric pens, pastels and different types of brush.</p> <p>What is the difference between drawing and sketching? Select a pencil type for the task and give reason for choice. Shade to create dark and light, short light strokes.</p> <p>Can I tell you the key features of some Chinese artwork and replicate this in my own work? Know the features of some Chinese art- symbols, brush strokes calligraphy eg. willow plate patterns and motifs</p>	<p>A2.2 Use charcoal (or other media) to create shade, focusing on black to white</p> <p>A12.6 Identify what they might change in their current work to improve it</p> <p>A2.3 Use different sizes of brush and work at different scales (e.g. large paper, thin brush)</p> <p>A2.1 Select ideas from a studied artist or art form to use in own work</p>	Familiar with felt pens, paper, poster paint, watercolour painting, Selecting tools for a purpose. Sketching and using different materials taught in year 1 also.	Line, mark, thin, thick, curl, round, zigzag, dark, light, straight, detail, foreground, background, size, proportion, materials, media
Design Technology	<p>Can I build a structure/artwork and explore how to make it stronger and more stable? properties of different materials, what makes card/paper stronger, Know a range of simple joining techniques</p> <p>How can a plan help me create a good piece of artwork? Know what a plan is for, to share ideas, create templates and mock-ups.</p>	<p>D&T 2.1 Generate ideas for a design based on other's ideas and experiences</p> <p>D&T 2.1a Create a simple plan of how to make my product</p> <p>D&T 2.2 Describe how to join certain materials being used</p> <p>D&T 2.4 Evaluate my outcome against my design identifying strengths and areas for improvement</p> <p>D&T 2.4a Discuss what I like and dislike about how I made my product and what I could improve on</p>	Used their own ideas and experiences to generate a design idea. Choose suitable materials.	Join, plans, equipment, materials, improve, evaluate, craft, design, like, dislike, detail, form, present, product, masking tape, cellotape, PVA glue, pritt stick, pins, staples, split pins.
Music	<p>How can I use my voice? Know the difference between singing, talking, shouting, chanting. Use voice expressively and creatively by singing songs.</p> <p>How can different instruments be played?</p> <p>Which instruments are tuned? Knows the names of percussion instruments and can play these. Know the meaning of - volume (loud and quiet dynamics), pitch (high and low), tempo (fast and slow), rhythm, beat (always the same).</p>	<p>M2.1 Sing following a melody with an awareness of pitch</p> <p>M2.1a Sing with increasing/ decreasing volume (dynamics)</p> <p>M2.4 Create repeated patterns with instruments</p> <p>2.5 Perform simple patterns or accompaniments, keeping a steady pulse</p> <p>M2.3 Play a simple rhythmic pattern on an instrument</p>	Dynamics, musical notation, performing, texture, composing and creating music.	Dynamic, loud, quiet, pitch, high, low, tempo, fast, slow, dhol, harmonium, sitar, table.
ICT and Computing	<p>What can I do to stay safe online? Use Hector, tell an adult, only use a computer with an adult in the room, don't give out personal information. E-safety SMART acronym for safer internet usage.</p> <p>How do I find information using the internet?</p>	<p>C2.2 Save work with a name and date</p> <p>C2.4 Navigate backwards and forwards on a website</p>	E-safety hector rules Retrieving media. Using a keyboard Programming a set of instructions	Icon cursor mouse screen save retrieve open keyboard computing document text image return spacebar backspace caps lock

	Use of the internet and google How can I save and retrieve information? Know that information is saved in folders and named to be easily located and opened	C2.3 Collect and place information (words, pictures) in a table		shift font copy paste delete
RSHE	How can I stay safe around fires and fireworks? Know fire safety rules for evacuating school and safety rules for fireworks. How do I stay safe around roads? Know the road safety rules, stop, look, listen. How do I keep myself safe on the internet? Use Hector, tell an adult, only use a computer with an adult in the room, don't give out personal information. E-safety SMART acronym for safer internet usage. Can I label my emotions and explain why I am feeling a certain way? Understand different emotions and begin to help myself feel better.	M6.1 I can identify what it means to feel safe and happy. M3.2 I can describe the importance of expressing emotions M3.3 I can explain how good values and behaviours can make someone a positive person or hero M4.4 I can describe the importance of forgiveness and moving forward in friendships. M4.3 I can describe the importance of kindness and helping a friend.	Fire evacuations have been carried out in the previous years. Firework, internet – hector advice, road safety hold hands, curb awareness.	Alarm, single-file, Curb, traffic, crossing, pelican, zebra, lollipop lady/man Emotions: anger, joy, sadness, disgust, fear, surprise
PE	What skills will I need to play hockey? Striking, push shot, dribble, attack, defend, stop, bully off. Awareness of safety (stick below waist, stick stays on the floor for a push shot) Can I name some equipment and techniques used in fencing? foil, mask, jacket, breeches. Knowing types of moves and rules of fencing e.g lunge and parry. What are the traditional moves of Bangra dance? Many Bangra dance moves are informed by farming movements.	2.3a Participate in a game against an opposing side Develop tactics of attack and defence Begin to know how to control a ball with a stick, including pushing, dribbling and stopping. Know how to find space and push a ball into space. 2.1 Create a sequence by joining moves together	Created their own team games involving tactics with attacking and defending. Developed balance and agility and coordination through gymnastics. Performed dances using simple patterns and movements.	beat, rhythm, timing, coordination, balance, stretch, twist, flick, crouch. Foil, mask, jacket, breeches, lunge parry Agility, dribbling, pushing, space, pass, striking, tackle, foul, goal, penalty