

**Year Group: 2 Term: Spring**

**Challenge pack: Honouring our Heroes**

**Learning Challenge:**

***How can we share the impact of heroes past and present and inspire others to be heroes?***



**Class texts**

Main text: The anzac puppy, war horse, 100 steps, Captain Tom Moore

Additional material:

Information about local war heroes, comic book covers

**Cognitive skills / Meta-learning—** CAF, PMI, FIP, OPV

**Thinking hats—**White (Factual), Blue (thinking), Green (Creative)

**LPTs—**noticing, collaboration, absorption, questioning, imagining, making links, planning, reasoning

**Hook or memorable experience**

Cannock Chase Museum

**Public Product—**

Individual front cover of a comic book displaying a Hero

**Killer Questions—**

1. Who is a hero for you and why?
2. Was Sir Tom Moore a hero?
3. Who was a local hero in the past?
4. Are all heroes people?
5. What does a hero look like today?
6. How can we use colour to bring heroes to life?

Year group	2	Term	Spring	Challenge Pack	Healthy Heroes and Vile Villains	
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
History	<p>Freda, the <b>Harlequin Great Dane</b> mascot of the New Zealand Rifle Brigade, was stationed with the brigade at Cannock Chase, near Brocton in Staffordshire. 5 (Reserve) Battalion had been at Brocton since September 1917, and Freda was probably acquired there</p> <p>Christ Church—Captain Francis Meynell of the 6th Stafford Battery, Royal Field Artillery, arrived at Stafford Grammar School to inspect horses commandeered by the army. He was immediately taken by chestnut gelding Christ Church. After seven months of training, Captain Meynell, Christ Church and the 232nd brigade of the Royal Field Artillery headed for France in February 1915</p> <p>Captain Sir Thomas Moore (30 April 1920 – 2 February 2021), more popularly known as Captain Tom, was a British Army officer who raised money for charity in the run-up to his 100th birthday during the COVID-19 pandemic. He served in India and the Burma campaign during the Second World War,</p>		<p>H1.1b Sequence artefacts and photographs from different periods on a simple timeline.</p> <p>H1.1c Refer to historical periods as the past, using historical phrases and time periods.</p> <p>H1.1d Sequence key events within a specific time period.</p> <p>H1.2b Ask questions about what has happened in a time period beyond our lifetime</p> <p>H1.2c Start to ask how and why things might have happened in the past</p> <p>H1.2d Ask questions of sources (such as ‘which are old?’ ‘which are new?’ ‘what might this be used for?’)</p> <p>H1.2e Use evidence from written and visual sources to understand the past</p> <p>H1.2f Identify similarities and differences between life in the past and the present</p> <p>H1.2g Contrast people’s achievements from different times</p> <p>H1.3a Identify different ways in which the past is represented</p> <p>H1.3b Identify how changes in our living memory have affected national life</p> <p>H1.3c Identify how significant events or individuals have had impact nationally or globally</p>		<p>Understanding that the past has already happened.</p> <p>Sequencing given events</p> <p>Ask and beginning to answer questions about what has happened in their own lifetime.</p> <p>Experience some use of sources to understand the past.</p>	<p>Military</p> <p>Captain</p> <p>Battalion</p> <p>Mascot</p> <p>Artillery</p> <p>Vaccination</p> <p>Discovery</p> <p>Scientist</p> <p>Pandemic</p> <p>Research</p> <p>Timeline</p> <p>Source/Artefact</p>
Art	<p>Knowing marks that can be made by pencil and pen, Lines, Shade, Dots, patterns, etc.</p> <p>Know the primary and secondary colours.</p>		<p>A1.1a Record and explore ideas from first hand observation or from experience and imagination</p> <p>A1.2b Use a range of tools and media to experiment with line and shade.</p> <p>A1.3c Know which brushes and tools to choose to work at different scales</p> <p>A1.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others.</p> <p>A1.5b Listen to the views of others and respond to ideas to improve their work</p>		<p>Can name some different types of paint</p> <p>Experience with some different types of media to create self portraits.</p>	<p>Visual Effect</p> <p>Impact</p> <p>Inspire</p>
PSHE	<p>Role Model: Someone who others look to as a good example and who inspires people to imitate their behaviours. (See above for Key people– History)</p> <p>Values: Something you consider important and worth while.</p> <p>Emotions: A strong feeling as opposed to a thought.</p> <p>Community: A group of people living in the same place</p>		<p>PSHE1.3c I can describe what values/ behaviours a person can show</p> <p>PSHE1.3d I can describe what a role model is</p> <p>PSHE1.3e I can discuss ‘trying my best’ and when this is good enough</p> <p>PSHE1.4c I can list a normal range of emotions (happiness, sadness, anger, fear, surprise)</p> <p>PSHE1.5b I can describe what a community is</p> <p>PSHE1.5d I can describe how I have done something to help our community</p>		<p>Simple understanding of some emotions– sadness, joy, anger.</p> <p>Can discuss what they are like as a person – likes and dislikes</p>	<p>Role Model</p> <p>Values</p> <p>Behaviours</p> <p>Emotions</p> <p>Community</p> <p>Jobs/ Occupation</p> <p>Healthy</p> <p>Diet</p>

<p>ICT and Computing (including apps and digital pencil case)</p>	<p>Digital: words and pictures shown through technology          Research: investigate and find facts          Retrieve: Find or take from something          Organise: to put into an order based on key aspects.</p>	<p>C1.2c Use technology purposefully to manipulate content          C1.2d Use technology purposefully to retrieve content          C1.4a Use technology safely and respectfully          C1.3b Understand how algorithms run as programs on digital devices          C1.3c Create and debug simple programs          C1.3d Use logical reasoning to predict the behaviour of simple</p>	<p>Experience of typing on an iPad.          Can research to find some information.</p>	<p>Digital          Research          Retrieve          Organise and store</p>
<p>SMSC</p>	<p>Know what consequences are: an outcome of your behaviour and to know that your behaviour can effect others.          Respect: treating someone with politeness and kindness          (See facts listed in PSHE above).</p>	<p>SMSC1.b Can explain how my actions have consequences for myself and others.          SMSC1.c Can talk and write about my opinions.          SMSC1.d Can listen to and show respect for the views of others.          SMSC2.b Can identify what kind of physical contact is acceptable or unacceptable.          SMSC2.e Can understand the importance of taking care of my own body.          SMSC2.f Can make informed choices about healthy eating and exercising.          SMSC3.e Can identify positive things about my own and other people's achievements.          SMSC3.f Can recognise and explain what is fair, unfair, right or wrong.          SMSC4.b Can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p>	<p>Show respect in class and assemblies          Sharing of opinions (OPV)          Discussion around personal values</p>	<p>Respect          Values          Consequences          Effect          Opinion          Behaviour</p>