

## Challenge pack

### The Really Rural Show

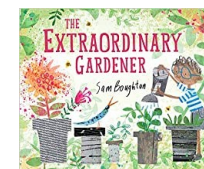
#### Learning Challenge

How can we recreate the countryside in our city environment?



Class texts—whole class reading, extracts, thematic books

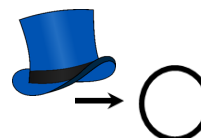
Main texts for planning:



Additional books from book web:

[The Lost Wolf](#), [Street Beneath My Feet](#), [The Big Book of Bugs](#), [Poppy and the Blooms](#), [The Bad Seed](#)

Cognitive skills / Meta-learning—specific teaching examples to use in learning



Aims, goals and objectives—What are we trying to achieve? How can we do that? What do we need to know to be able to do that?



Absorption—to soak up new knowledge about the countryside that will help us to achieve our challenge outcome.

#### Hooks or memorable experiences

Hook experience—exploring the difference between city and country including the areas of our school that feel like the countryside

Countryside / farm visit (Ash End farm)



#### Public Product—what will the outcome look like to demonstrate learning?

Products or an event that promote the countryside or help our urban environment in and around school to be more rural including promoting growing, animals, wildlife etc.

#### Killer Questions—those asked to measure understanding of pupils

What are the human features commonly found in a countryside / rural area?

What are the physical features commonly found in a countryside / rural area?

How are these different to those found in a city / urban area?

How do plants grow and what do they need to grow effectively?

What type of habitats do animals and birds found natively need to survive?

Year group	2	Term	Spring	Challenge Pack	The Really Rural Show—How can we recreate the countryside in our city environment?	
SUBJECT FOCUS (delete as required)		Children will learn about / will know <i>WHAT? (Declarative knowledge)</i>		Children will know HOW TO...? <i>(Procedural knowledge)</i>	Prior learning ( <i>Schemata</i> )	Vocabulary
Geography		<ul style="list-style-type: none"> <li>Identify key physical features: forest, hill, mountain, river, soil, valley, vegetation, season and weather.</li> <li>Identify key human features, including: city, town, village, factory, farm, house, office and shop</li> <li>Locational language, compass directions, following routes on map.</li> </ul>		<ul style="list-style-type: none"> <li>G1.2c Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>G1.3b Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>G1.4b Use simple compass directions ( N,S,E,W) and locational and directional language (e.g. near and far; left and right); to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>Name of 4 countries of the UK and their locations</li> <li>Location of where we live and where our school is</li> <li>Location of the beaches in the UK</li> <li>Name/locate the capital cities of UK</li> <li>Use aerial photographs, plan perspectives and devise simple maps (London)</li> </ul>	Human Features Physical; Features City, Town, Village Countryside, Rural, Urban Hill, vegetation, river, lake, pond, field, forest Location, north, south, east, west, forward, backwards
RE						
Art		<ul style="list-style-type: none"> <li>Sculpture (natural and manmade) – link to Andy Goldsworthy</li> <li>Work of Andy Goldsworthy using natural materials</li> <li>How natural materials can be used to create sculpture and animals habitats e.g. bug hotels</li> </ul>		<ul style="list-style-type: none"> <li>A2.4b Begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures.</li> <li>A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others.</li> <li>A2.5b Listen to the views of others and respond to ideas to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Paintings and artists that use colour mixing, or depict fire and fireworks images</li> <li>Experience of working with paint for printing</li> <li>Experience of painting images from imagination and observation</li> </ul>	Sculpture Materials Joining Manipulating Moulding Leaves, sticks, rocks, pine cones etc Critique Natural / manmade
Design Technology		<ul style="list-style-type: none"> <li>Birdboxes, feeders or Bug hotels</li> <li>Food and nutrition: Where does food come from?</li> </ul>		<ul style="list-style-type: none"> <li>D1.2a Describe how something works</li> <li>D1.2b Describe how to join certain materials being used</li> <li>D1.6e Describe where different food come from</li> </ul>	<ul style="list-style-type: none"> <li>Tudor houses— Choose appropriate materials and tools.</li> <li>Measure and mark when preparing to cut materials</li> <li>Bake Off— use of ingredients, following cooking ingredients</li> </ul>	Process, Purpose Materials Food, Ingredients Growing, planting, animals, trees, ground, soil
Music		Country music Common music to recognise, music for barn dance, harmonicas Beat – rhythm and pulse, different styles of drumming		<ul style="list-style-type: none"> <li>M1.2e I can name common classroom instruments e.g. Maracas.</li> <li>M1.2i I can play in a unison pBuzz or drumming group with confidence</li> <li>M1.2i I can play in a unison pBuzz or drumming group with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>London's Burning – canon</li> <li>Recorders</li> <li>Ukuleles</li> <li>Look at music, repeating patterns</li> </ul>	Rhythm Pulse Beat Drum Country music Dancing
ICT and Computing (including apps and digital pencil case)		<ul style="list-style-type: none"> <li>Online safety</li> <li>Research – retrieve – content</li> </ul>		<ul style="list-style-type: none"> <li>C1.2d Use technology purposefully to retrieve content</li> <li>C1.4a Use technology safely and respectfully</li> <li>C1.4b Keep personal information private</li> <li>C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Record video – stories of fire</li> <li>Saving and storing work</li> <li>Word processing—add images</li> </ul>	Internet Research Search engines Social media Online safety CEOP button
PSHE		Relationships		PSHE1.2a, 1.2d	First aid – emergency service call Physical health – link to Science (brush teeth and healthy diet)	
Relationships to Core subjects		<ul style="list-style-type: none"> <li>Living Things and their habitats</li> <li>Plants</li> </ul>				