

Turrets and Tiaras Knowledge Outcomes:

- Castles were built in the past to protect and defend people, property and possessions.
- Castles were often built on hills or higher land.
- Castles had many features that helped them to keep people inside safe such as a portcullis, moat, drawbridge, battlements, cannons, and slits for windows for firing arrows.
- In the past, people who lived in castles included royalty, important families and soldiers.
- Daily life in a castle is very different to daily life at home today.
- **A famous castle in London is the Tower of London.**

Express:

Trip to the Tower of London

PSHE:

Know how jobs help people earn money to pay for things they need and want

Learn about a range of different jobs, including those done by people they know or people who work in their community

Understand how people have different strengths and interests that enable them to do different jobs

Learn how people use the internet and digital devices in their jobs and everyday life

Become familiar with these key terms and understand their meaning: *Identity, Gender, Values, Stereotype, Opportunity*

Explore gender stereotypes related to jobs / professions

Understand that both men and women are capable of doing the same job

Know that both men and women are able to apply for any job, as part of Equal Opportunities laws.

R.E.:

how they believe this could help them in their everyday lives.

Consider different ways Muslims might be helped in their everyday lives by praying 5 times a day

Understanding of the World

History:

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII

Science:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Work scientifically, including:
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.

SPRING TERM 1 Activities Turrets and Tiaras Year 2

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Important Dates:

TBC

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 2 Success and Challenge cards:

recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
find different combinations of coins that equal the same amounts of money

solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Computing:

Computing: iPub

To understand the world wide web and how it has developed throughout time

To consider how technology changes with time

To share knowledge through multi-media presentations

To plan/produce a presentation of research findings

To create an interactive eBook

Physical Development

This term children will learn

PE lessons will be on: Dance

Perform basic body actions with control and coordination

Link actions

Remember and repeat dance phrases

Perform short dances, showing coordination and an understanding of expressive qualities

Perform short dances, linking actions fluently and with good coordination and control

Use dynamic and expressive qualities clearly in their dance

Design Technology:

Design

- design purposeful, functional products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials according to their characteristics

Evaluate

- evaluate their ideas and products against design criteria

Technical knowledge

- explore and use mechanisms [for example, levers], in their products.

English

In English, this half term children will be working on the following objectives from the Year 2 Success and Challenge cards:

I am able to use a statement sentence in my writing.

I am able to use the subordinating conjunctions when, if, because

I am able to write about things I have done and things that others have done.

I am able to write a long piece of text about a real event.

I am able to plan my writing by talking about my ideas.

I am able to plan my writing by writing down ideas and/or key words and new vocabulary.

I am able to plan my writing by thinking about what I want to say sentence by sentence.

I am able to change my writing and make corrections after I've spoken to a teacher or another child.

I am able to check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

I am able to use capital letters and full stops to show where sentences start and end.

I am able to proof-read my work and check for spelling, punctuation and grammar errors.

I am able to use commas when I am writing a list.

I am able to use the present and the past tense correctly and consistently in my writing.

I am able to use capital letters and full stops to show where sentences start and end.

I am able to write lower-case letters that are all the same size.

I am able to use some of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined.

I am able to write capital letters and numbers the right way up, and the correct size relative to each other and lower-case letters.

I am able to use spacing between words that fits with the size of the letters.

I am able to learn new spellings by using words I already know how to spell.

I am able to spell common exception words.

I am able to spell words that sound the same but are spelt differently

I am able to use simple spelling rules.

Expressive Art and Design

ART & DESIGN: Famous Artists

Use a variety of natural, recycled and manufactured materials for sculpting – paper / card for origami, straws

Use a variety of techniques, e.g. rolling, cutting, pinching.

Use a variety of shapes, including lines and texture.

Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation,

shapes, materials, pyramid, abstract, geometric.

MUSIC: Composing

Create music in response to a non-musical stimulus.

Improvise simple question and answer phrases in pairs, sung or played on untuned percussion.

Recognise how graphic notation can represent created sounds.

Learn to use dot and stick notation to record composed pieces.

This half term, we will be reading the books:

The Castle the King Built

The Very Last Castle

Trip Recount

Tower of London Leaflet

Strength Lies in Difference

Understand how being a minority in the country may have impacted John Blanke

Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype