

Knowledge Outcomes

The Tudors were a royal family who ruled England in the 16th Century
 Henry VIII had six wives: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr
 Henry VIII created the Church of England
 The majority of people living in Tudor times lived in small villages and farmed to earn money.

Challenge: The Tudor Rose represents peace between the House of Lancaster and the House of York.

Strength Lies in Difference

WALT be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype
 WALT understand that there has been a black presence in Britain for hundreds of years
 WALT understand who the Moors were and the influence they had on European society
 WALT understand the impact of people travelling to different places/countries (migration) has had on societies/communities and the way this has influenced the existing culture.
 WALT understand how being a minority in the country may have impacted John Blanke
 WALT reflect on how differences make us special and unique
 WALT understand the impact that John Blanke's presence may have had on the Royal Court.

Expressive Art and Design

Art and Design: Materials – pattern, texture, form

WALT use a variety of natural, recycled and manufactured materials for sculpting – paper / card for origami, straws
 WALT use a variety of techniques, e.g. rolling, cutting, pinching.
 WALT use a variety of shapes, including lines and texture.

Music: Singing

WALT sing a variety of songs and pitch-match with increasing accuracy and control.
 WALT sing songs which use within a widening range of pitches (do-so).
 WALT use internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2-part work (rounds and canons).
 WALT sing with awareness of good posture, breath control and clear diction.
 WALT sing confidently to communicate meaning with increasing control over dynamic range and timbre.

Personal, Social and Emotional Development

PSCHE: What jobs do people do?

WALT know how jobs help people earn money to pay for things they need and want
 WALT learn about a range of different jobs, including those done by people they know or people who work in their community
 WALT understand how people have different strengths and interests that enable them to do different jobs
 WALT know how people use the internet and digital devices in their jobs and everyday life
 WALT become familiar with these key terms and understand their meaning: *Identity, Gender, Values, Stereotype, Opportunity*
 WALT explore gender stereotypes related to jobs / professions
 WALT understand that both men and women are capable of doing the same job
 WALT know that both men and women are able to apply for any job, as part of Equal Opportunities laws.

R.E.: Does praying at regular intervals help a Muslim in his/her everyday life?

WALT describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.
 WALT consider different ways Muslims might be helped in their everyday lives by praying 5 times a day

SPRING TERM 1

Activities
Off with her head!
Year 2

Mathematics

Please refer to the spring term Success and Challenge cards for termly objectives

Physical Development

Gymnastics

WALT master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 WALT Perform dances using simple movement patterns

Football

WALT keep the ball close and under control
 WALT pass the ball effectively
 WALT to shoot the ball effectively
 WALT use knowledge of the techniques to suggest how peers can improve

Understanding of the World

HISTORY: Significant lives

WALT understand the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII
 WALT develop an awareness of the past, using common words and phrases relating to the passing of time. WALT know where the people and events they study fit within a chronological framework
 WALT identify similarities and differences between ways of life in different periods.
 WALT understand some of the ways in which we find out about the past and identify different ways in which it is represented.
 WALT identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

SCIENCE: Everyday materials (2)

WALT identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
 WALT find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
 Work scientifically, including:
 WALT ask simple questions and recognising that they can be answered in different ways
 WALT observe closely, using simple equipment
 WALT perform simple tests
 WALT identify and classify
 WALT use observations and ideas to suggest answers to questions
 WALT gather and record data to help in answering questions.

Computing: iPub

WALT understand the world wide web and how it has developed throughout time
 WALT consider how technology changes with time
 WALT share knowledge through multi-media presentations
 WALT plan/produce a presentation of research findings
 WALT create an interactive eBook

English

Please refer to the spring term Success and Challenge cards for termly objectives