

# Year 2 Plan

# Topic: Castles

# Term: Summer 1 - 2016

	<i>Week 1 -Castle</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>	<i>Week 7</i>
	<i>Hook; 3 visitors to come to classes</i>		<i>Tracking writing</i>		<i>SATs</i>	<i>SATs</i>	
English	To learn about people from the past.  To write questions to find out about Arundel Castle.	To write sentences about how people lived and worked in the castle.  To write a diary entry from the past, as a person who lived or worked in the castle.	To plan and write a creative story using accurate punctuation and the correct tense.  To re-read writing to check for sense.	To write down new ideas and key vocabulary.  To write a riddle about the features of a castle using expanded noun phrases.	To create own information booklets about the castle writing simple statements/ sentences with different forms.  To proof read to check for errors in spelling, grammar and punctuation.	To create own information booklets about the castle writing simple statements/ sentences with different forms.  To proof read to check for errors in spelling, grammar and punctuation.	
Speaking and Listening	Use relevant strategies to build their vocabulary. Cc English, DT	To ask questions to extend their understanding and knowledge. Cc History	To listen and respond appropriately to adults and their peers. Cc English	To speak audibly and fluently with an increasing command of standard English. Cc English	To maintain attention and participate collaboratively in conversations.	To give well structured descriptions and explanations. Cc DT	To give well structured descriptions and explanations. Cc DT
Maths	To consolidate the four areas of number.  To use place value and number facts to systematically solve word problems.	To consolidate the four areas of number.  To use place value and number facts to systematically solve pictorial word problems.	To know how to find the difference between 2 numbers by counting on.  To know how to identify odd and even numbers.	To understand how to solve balance equations.  To know how to use less than, greater than signs, equal to signs.	To read a variety of scales and select which measurement to use in different contexts.  To record in Carroll diagrams.  To recognize different amounts; e.g. show an amount with 3 coins, 4 coins.	To explore number sequences in a range of steps. Count steps presented both vertically and horizontally.	To systematically solve Maths investigations.
Science	<u>Science Week</u>  To explore seed/plant growth.  To investigate seed growth using empty, transparent CD case.  To investigate different habitats and identify plants and animals.  To sort plants and animals according to their habitat.						

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ICT	To understand that a command can be given in different ways, using Code on the intranet	To understand that a command can be given in different ways, using Code on the intranet	To understand that a command can be given in different ways, using Code on the intranet	To revisit E-Safety and Sid's Top Tips. To understand that a command can be given in different ways, using Code on the intranet	To understand that a command can be given in different ways, using Code on the intranet	To understand that a command can be given in different ways, using Code on the intranet	To understand that a command can be given in different ways, using Code on the intranet
RE	<p>AIM C- C1 To explore questions about belonging, meaning and truth so that they can express their own ideas.</p> <p>Philosophy for children- big questions using the story of Adam and Eve/God.</p> <p><b>Who is Adam and Eve?</b></p>	<p>AIM C- C3 To find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><b>Who is God?</b></p>	<p>AIM-B3 To notice and respond sensitively to some similarities between different religions.</p> <p>To Compare the Jewish Torah to the Christian Bible.</p> <p>Explore the 10 Commandments that appear in both.</p> <p><b>What are the 10 commandments?</b></p>	<p>AIM C- C2 To find out and respond with ideas to examples of co-operation between people who are different.</p> <p><b>Why are we different?</b></p>	<p>AIM C- C3 To find out questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><b>What happens when people are kind/unkind?</b></p>	<p>AIM A- A2 To retell and suggest meanings to some religious and moral stories.</p> <p>To identify a Miracle and know where to find it in The Bible.</p> <p>Compare versions of <i>The Calming of the Sea</i></p> <p><b>What is a miracle?</b></p>	<p>AIM A- A2 To retell and suggest meanings to some religious and moral stories.</p> <p>To understand and respond imaginatively to the Miracle of <i>Jarius' daughter</i>.</p> <p><b>What do we learn from a miracle?</b></p>
Art	To create own artwork in response to the work of heraldic artists.	To design and create own shields.					To create large scale castle scene by pressing, rolling, rubbing and stamping.
DT			To plan a Castle with moving drawbridge using recyclable materials.	To join materials and components in different ways to create a Castle with moving drawbridge.	To evaluate work and explain reasons for judgements. Cc S&L		
PE – Dance & Gym	To dance with control and co-ordination - Maypole dancing.	To dance with control and co-ordination - Maypole dancing.	To create a sequence linking sections together. To create a dance to show a mood or feeling.	To plan and perform a sequence of movements.	To improve a sequence based on feedback.	To respond to feedback and perform final sequence.	
History	<p>To find out about the past by asking questions and exploring artefacts.</p> <p>To use words and phrases related to the passing of time. Cc English To find out about the past by using books and the internet. Cc English/ICT <a href="http://www.castlexplorer.co.uk">www.castlexplorer.co.uk</a></p>	To find out about life in the castle by 'interviewing' a medieval lady.					

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	<a href="http://www.castleuk.net">www.castleuk.net</a>						
Music	To sing and follow a melody.	To listen for particular elements when listening to music.	To order sounds to create a beginning, middle and end.	To create music in response to different starting points.	To use symbols to represent sounds.	To make connections between notations and musical sounds.	
PSHCE/	Revisit class rules and how our behavior affects others.	To be aware of themselves and their feelings.  To recognise what makes them feel a certain way.	To be aware of others feelings and how our behavior can affect others.	To work in random groups to care for the environment, taking on roles.	To revisit our WWO skills of problem solving.		
WWO Skills	To develop trust.	To develop trust.	To develop communication skills – working in pairs and random groupings.	To develop problem solving skills when working in random groups. Communication skills.			