



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 2	Spring	Castles and Monarchs	History	To understand the role of the monarchy and the significant Kings and Queens of the past To understand how the construction of castles have changed over time To know the events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	Be able to sequence artefacts closer together in time, and check using technology Be able to sequence photos from different periods of their life Be able to describe memories of key events in their lives Be able to recognise why events happened and what happened as a result, accounts or stories Be able to identify differences between ways of life at different times Be able to compare two versions of a past event Be able to compare pictures or photos of people or events in the past Be able to discuss reliability of photos Be able to use a source and answer questions from the past on the basis of simple observations	Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger, Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact
Year 2	Spring	Castles and Monarchs	Geography	To know how to use a compass and why it is useful. To know a range of symbols. To be able to use resources and observations to respond to questions about places.	To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To be able to name and locate the four countries and the surrounding bodies of water, including the Atlantic Ocean. Devise a simple map; and use and construct basic symbols in a key. Draw picture maps of imaginary places and from stories.	Map, key, landmark, human, physical, aerial, symbols,

Year 2	Spring	Castles and Monarchs	RE	<p>To understand how the Khalsa influences the lives of Sikhs</p> <p>To understand what the Jewish festivals are</p>	<p>Be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>Be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>Be able to use religious keywords describe what the important symbols of each religion are</p> <p>Be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>Be able to describe what religious people do to show that they are committed to God</p> <p>Be able to retell a religious story suggesting its meaning/moral</p> <p>Be able to explain why different communities do different things</p> <p>Be able to describe some reasons why people belong to a particular religion</p> <p>Be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God</p> <p>Be able to compare one aspect of your own experiences in life so far with those of others</p> <p>Be able to describe what your influences in life are and compare and contrast these with the influences that other people have in their lives</p> <p>Be able to understand that religious symbols, words and actions express a community way of living</p> <p>Be able to identify similarities between religions</p> <p>Be able to ask questions about puzzling aspects of life</p> <p>Be able to compare your answers with the answers that a religious person would give</p> <p>Be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p> <p>Be able to identify truths and beliefs</p> <p>Be able to express their own opinion and understand others may belief differently</p>	<p>Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.</p> <p>Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHWH), Purim, Rosh Hashanah, Shofar, Hanukah, weddings</p>
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Year 2	Spring	Castles and Monarchs	Art	<p>Know how shadows are formed and created in art</p> <p>Know how to mix colours</p> <p>Know what applique work means and where it originates</p> <p>Know that an object when pressed into a malleable surface leaves an impression</p> <p>Know of artists that used repeating patterns in printing</p> <p>Know where patterns can be found in nature</p>	<p>Drawing</p> <p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw to record experiences and feelings</p> <p>Look at drawings and comment thoughtfully</p> <p>Begin to discuss use of shadows</p> <p>Use of light and dark</p> <p>Sketch to make quick records of something</p> <p>Work out ideas through drawing</p> <p>Colour: Begin to describe colours by objects - 'raspberry pink, sunshine yellow'</p> <p>Make as many tones of one colour as possible using primary colours and white</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world - colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground</p> <p>Texture: Build on experiences in Year 1</p> <p>Develop skills of overlapping and overlaying to create effects</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to sew</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches</p> <p>Start to explore other simple stitches - backstitch, cross-stitch</p> <p>Use various collage materials to make a specific picture</p> <p>3D Form: Awareness of natural and manmade forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Be able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc</p> <p>Use a range of tools for shaping, mark making, etc</p> <p>Construct from found junk materials</p> <p>Replicate patterns and textures in a 3-D form</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p> <p>Printing</p> <p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p> <p>Extend repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc</p> <p>Pattern</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Look at natural and manmade patterns and discuss</p> <p>Discuss regular and irregular - what does it mean?</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret</p>
Year 2	Spring	Castles and Monarchs	Computing	<p>To know how to create and debug a simple program.</p> <p>To know about technology and its uses in the wider world.</p> <p>To know how to use the internet to search.</p> <p>To know how to use technology safely and respectfully.</p>	<p>Use technology safely and respectfully, keeping personal information private and identify where to go for help and support.</p> <p>Create and debug simple programs.</p> <p>Use technology purposefully to create digital content.</p>	<p>Program, programming, debug, problem solve, evaluate, algorithm, create, manipulate, retrieve, safety.</p>
Year 2	Spring	Castles and Monarchs	DT and Cooking and Nutrition	<p>To know where food comes from</p> <p>To know which materials and component to select according to the criteria, including: construction materials, textiles, food and mechanical components</p> <p>To know how to use cooking tools and equipment safely and properly</p> <p>To know which mechanisms to use such as; levers, sliders, wheels and axels, in your product</p> <p>To know how to make the product better through evaluation</p>	<p>Cutting and preparing food to create simple dishes</p> <p>Joining construction pieces and mechanisms together to create a working model</p> <p>Using appropriate tools to construct and join</p>	<p>Chop, grate, hygiene, mechanisms, evaluate, construct, components, recipe, taste</p>

Year 2	Spring	Castles and Monarchs	Music	To know about stringed instruments. To know what music from the middle ages was like. To know how to describe, using musical vocabulary, stringed music.	Appreciation: listen with concentration and understanding to a range of high-quality live and recorded music.	Descriptive words: light, heavy, bright, hollow, dull, warm, smooth and scratchy, temp: fast and slow.
Year 2	Spring	Castles and Monarchs	Science	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<i>Using their observations and ideas to suggest answers to questions</i> <i>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions</i>	amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, sight, hearing, touch, taste, smell, animal, human, adult, develop, lifecycle, reproduce, offspring, young, diet, disease, exercise, hygiene, nutrition, head, neck, arms, elbows, legs, face, ears, eyes, hair, mouth, teeth, life processes, living, food chains, habitat, microhabitat, survive, egg, chick, chicken, egg, caterpillar, butterfly, spawn, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult
Year 2	Spring	Castles and Monarchs	Notes	<p>In Edison Class we follow the National Curriculum for Numeracy and Literacy. Our creative curriculum allows us to link, through projects, all the other curriculum areas of: Science, History, Geography, DT, Art, Music, Cooking and Nutrition and Computing.</p> <p>Our Spring Term project is called Castles and Monarchs. We will be looking at the make up of castles and why they were built up on hills. We will investigate castle life and the need for them to be by streams, rivers or the sea. We will also look into some of Britain's most famous Monarch's from the past up to Elizabeth II.</p> <p>During English we will be looking at writing stories including Dragons and Castles. We will also be writing fact files about the mythical flying and fire breathing Dragon.</p> <p>In Geography lessons we will continue our work on compasses and understand why they are useful. We will also use a range of geographical resources to look at castles from a physical and human geography point of view.</p> <p>For History, we will look at the monarchs of the past and understand where in our history they are compared to other major historical events, using timelines. We will also look at how the construction of castles has changed over time.</p> <p>In Music we will be looking at stringed instruments and appreciating and comparing the sounds they make in comparison to other instruments. We will also listen to what music from the Middle Ages was like and compare to more modern music.</p> <p>During our Art lessons we will work on our sketching skills; focussing on shading, patterns and lines. We will look at primary colours and colour mixing. We will be looking at Applique artwork and investigate where it originates. We will look at how malleable surfaces allow an object to put an impression in it.</p> <p>RE - Sikhs - we will understand how the Khalsa influences the lives of a Sikh. RE - Judaism - We will look at Jewish festivals and their meaning and significance in the Jewish faith.</p> <p>Our Computing lessons will focus on debugging, using technology safely and the internet. We will also explore the uses of technology in the wider world and how it is useful in every day live.</p> <p>In DT we will be making dragon heads to go with our topic and the focus on dragons. We will think about what materials are suitable for the construction of our dragon.</p> <p>Cooking will lead us to look into where food comes from as well as looking at how to use cooking tools and equipment properly and safely.</p> <p>In our Science lessons we will be looking at Animals. We will look into animals and humans having offspring that grow into adults. We will also look at the basic needs of animals for survival and describe the importance for humans of exercise and eating a balanced diet.</p> <p>Our Superb Starter for the project will be a coat of arms creating day, using our art skills to create a coat of arms for our family.</p> <p>Our Mix it up Middle will be our DT day, creating dragon heads and eyes.</p> <p>Our Enthralling Ending will be a trip!</p>		