

Details With Same Value Exist



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Term

Project Title/Theme

Subject

Notes

'Superb Starter' - AK to dress up as a knight. Teacher will hold a question and answer session about what it is like to be a knight and live in a castle. 'Mix it up Middle' - visit to Kenilworth Castle. 'Enthralling Ending' - medieval banquet day. Texts: The Paper Bag Princess, Look Out, it's a Dragon, The Queen's Knickers, Egg Box Dragon, The Knight who Wouldn't Fight, What were Castles for? and Tell Me a Dragon. Classroom environment: Medieval themed, red fabric, medieval reading corner and large, real-sized dragon will be hanging from the ceiling. Visits and visitors: Kenilworth Castle.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Art	<p>To know that textiles can be naturally made (plants and animals) or man-made (chemically produced) (Textiles)</p> <p>To know the name of the running stitch when attaching fabrics together (textiles)</p> <p>To know the 4 art processes for 3d form (Carving, modelling, casting and constructing) (3D form)</p>	<p>To be able to use a running stitch to create simple appliqué work - attaching material shapes to fabric</p> <p>To be able to layer torn, crunched, painted paper, card, tissue paper or fabrics to create a collage</p> <p>To be able to name the 4 processes for 3d art form</p> <p>To be able to create or replicate pattern and texture of 3d art using junk modelling or clay based on a particular sculptor (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto Giacometti)</p> <p>To be able to choose the correct tools for shaping and molding clay to create detail, texture and shape.</p> <p>To be able to name artists who create sculptures/3d art (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto</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>

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					Giacometti) To be able to comment and describe the similarities and differences to the artwork of the artist, their own work or others artists work	
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>To be able to use an app or Scratch Jr. to create a simple program and problem solve throughout this process (debug).</p> <p>To be able to explain why technology is important in everyday life and how people use technology day-to-day.</p> <p>To be able to use a search engine (Google) to research information, becoming more familiar with typing on a keyboard.</p> <p>To be able to use technology safely and respectfully at all times.</p>	Simple program, programming, algorithm, instructions, debug, problem solve, technology, search engine, research, type, keyboard.

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Year 2	Spring	Castles and Monarchs	DT and Cooking and Nutrition	<p>To know where food comes from (food)</p> <p>To know which materials and component to select according to the criteria, including; construction materials, textiles and food (designing and making)</p> <p>To know the basic rules of food hygiene (nutrition)</p> <p>To know how to use cooking tools and equipment safely and properly (technical knowledge)</p> <p>To know which mechanisms to use such as; levers, sliders, wheels and axles, in your product (technical knowledge)</p> <p>To know how to make the product better through evaluation (designing and evaluating)</p>	<p>To be able to prepare food, chopping and mixing to create simple dishes</p> <p>To be able to join construction pieces and mechanisms together to create a working model</p> <p>To be able to use appropriate tools to construct and join – tape, glue, split pins</p> <p>To be able to design purposeful, functional, appealing products based on design criteria</p> <p>To be able to discuss food hygiene</p>	<p>Chop, grate, hygiene, mechanisms, evaluate, construct, components, recipe, taste</p>

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Year 2	Spring	Castles and Monarchs	Geography	<p>To know geographical language, (Physical and Human , beach, cliff, coast, sea, river, soil, valley, farm, shop, town and village)</p> <p>To know the physical and human differences between the village of Oymyakon, Russia to the village of Potterspur, United Kingdom.</p>	<p>To be able to use aerial photographs to recognise landmarks and basic human and physical features. including beach, cliff, coast, sea, river, soil, valley, farm, shop, town, village and castle; (Compare Warwick to Potterspur)</p> <p>To be able to draw and devise a simple map of imaginary places and from stories, using a key ('Paper bag Princess' dragon trail).</p> <p>To be able to compare the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Aerial, landmark, human, physical, beach, cliff, coast, sea, river, soil, valley, farm, shop, town, village, map, key, symbol, Europe, United Kingdom, non-European.</p>

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Year 2	Spring	Castles and Monarchs	History	<p>To understand the role of the monarchy and the significant Kings and Queens of the past, include Queen Elizabeth I and Henry VIII, Victoria , George VI with his challenges and Elizabeth II and Charles III - and who came first and last. (Monarchy and sig figures)</p> <p>To understand how the construction of castles has changed over time - motte and bailey to stone and moat. (Power and conflict)</p> <p>To know events beyond living memory that are significant nationally or globally such as 1066 Battle of Hastings and how it was recorded on the Bayeux tapestry, and the Gunpowder Plot on Parliament. (Power and conflict)</p>	<p>To be able to sequence artefacts closer together in time, and check using technology</p> <p>To be able to sequence photos from different periods of their life</p> <p>To be able to describe memories of key events in their lives</p> <p>To be able to recognise why events happened and what happened as a result, accounts or stories</p> <p>To be able to identify differences between ways of life at different times</p> <p>To be able to compare two versions of a past event</p> <p>To be able to compare pictures or photos of people or events in the past</p> <p>To be able to discuss reliability of photos</p> <p>To be able to use a source and answer questions from the past on the basis of simple observations</p>	<p>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</p>

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Year 2	Spring	Castles and Monarchs	Music	<p>To know about stringed instruments.</p> <p>To know how to describe stringed music using musical vocabulary.</p> <p>To know what medieval music was like and how it differs from today.</p>	<p>To be able to identify the features of stringed instruments and compare their similarities and differences.</p> <p>To be able to listen to a piece of stringed music and describe it, e.g. "The music is low and slow" or "The music is short and staccato."</p> <p>To be able to appreciate medieval music (e.g. Knights of Camelot) and explain how it is different to today's modern music.</p>	<p>Instrument, strings, string, stringed instrument, bow, bridge, features, similarities, differences, describe, description, musical adjectives: short, long, staccato, legato, medieval music, modern music.</p>

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Year 2	Spring	Castles and Monarchs	PE	<p>To know how to control the body at speed. (Multi-Skills Activities)</p> <p>To know how to co-ordinate the body at speed with equipment.</p> <p>To know a variety of games and challenges that can be played in a team or individually.</p> <p>To know how to hold an archery bow. (Archery)</p> <p>To know how to load a arrow onto a bow.</p> <p>To know how to shoot a bow and arrow.</p> <p>To know how to roll a goalball with accuracy. (Goalball)</p> <p>To know how to defend a goalball bench against the attacking team.</p> <p>To know the basic rules of goalball.</p> <p>To know what a house is in kurling. (Kurling)</p> <p>To know the rules of kurling.</p> <p>To know what a jack is in boccia. (Boccia)</p> <p>To know how to accurately roll a boccia ball.</p> <p>To know the rules of boccia.</p> <p>To know what a bounce pass is and how to perform one. (Ball Skills)</p>	<p>To be able to change direction at speed with control.</p> <p>To be able to co-ordinate at speed with a variety of different pieces of equipment.</p> <p>To be able to take part in challenges and games in a team or individually and work towards an improved performance.</p> <p>To be able to hold an archery bow with minimal support.</p> <p>To be able to load an arrow on to a bow with minimal support.</p> <p>To be able to shoot a bow and arrow with minimal support.</p> <p>To be able to roll a goalball towards a bench with defenders in place.</p> <p>To be able to defend a bench against attackers who are aiming to score points.</p> <p>To be able to take part in a game of goalball with blindfolds.</p> <p>To be able to roll</p>	<p>Balance, Move, Agility, Co-ordination, Teamwork, Turn-taking, Equipment, Compete, Challenge, Individual,, Teamwork.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal.</p> <p>Boccia, Ball, Inclusion, Turn-taking, Jack.</p> <p>Ball, Send, Receive, Throw, Catch, Score, Game, Distance, Stop, Pass.</p>

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				<p>To know how to stop a ball with the inside of the foot.</p> <p>To know how to send and receive a ball in a rally.</p> <p>To know how to move and stop a ball.</p> <p>To know a ball game.</p>	<p>a kurling stone onto a house.</p> <p>To be able to take part in a kurling game.</p> <p>To be able to roll a boccia ball towards a jack.</p> <p>To be able to take part in a game of boccia.</p> <p>To be able to show a bounce pass over a short distance.</p> <p>To be able to stop and control a ball with inside of their foot.</p> <p>To be able to pass in a send and receive game.</p> <p>To be able to move towards a ball and stop it in a variety of different ways.</p> <p>To be able to catch a ball in a controlled game.</p>	

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Year 2	Spring	Castles and Monarchs	RE	<p>To understand how the Khalsa influences the lives of Sikhs (In Yr 1 they know about Seva) (Kindness)</p> <p>To understand the Jewish festivals of Yom Kippur and Passover and why they are celebrated (Compare Yom Kippur to Lent) (Festivals)</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>To be able to use religious keywords to describe what the important symbols of each religion are</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>To be able to describe what religious people do to show that they are committed to God</p> <p>To be able to retell a religious story suggesting its meaning/moral</p> <p>To be able to explain why different communities do different things</p> <p>To be able to describe some reasons why people belong to</p>	<p>Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Onkar), 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 (YHVH), Purim, Rosh Hashanah, Shofar, Hanukkah, weddings</p>

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					<p>a particular religion</p> <p>To 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>To be able to compare one aspect of your own experiences in life so far with those of others</p> <p>To 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>To be able to understand that religious symbols, words and actions express a community way of living</p> <p>To be able to identify similarities between religions</p> <p>To be able to ask questions about puzzling aspects of life</p> <p>To be able to compare your answers with the answers that a religious person</p>	

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					<p>would give</p> <p>To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p> <p>To be able to identify truths and beliefs</p> <p>To be able to express their own opinion and understand others may belief differently</p>	

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Year 2	Spring	Castles and Monarchs	Science	<p>To know seeds and bulbs grow into mature plants.</p> <p>To know and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To know the differences and similarities between things that are living (Animals and humans, including people, insects, trees, plants), dead (Paper, flour) and things that have never been alive (Objects made from plastic, stone or metal, such as a metal spoon).</p> <p>To know most living things (Both animals, insects and plants) live in habitats to which they are suited.</p> <p>To understand how to identify and name a variety of plants and animals (spider, slug, millipede, ladybird, ant) in their habitats, including microhabitats (Under a log, grass, rocks and stones).</p> <p>To know and explain how different habitats provide for the basic needs of different kinds</p>	<p>To be able to observe plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>To be able to sort and classifying objects and photographs according to whether they are living, dead or were never alive, and record these findings using a chart.</p> <p>To be able to describe where to place things, exploring questions for example: 'Why was paper a living thing?' 'Can humans be in the living and dead categories?' 'Is a deciduous tree dead in the winter?'</p> <p>To be able to describe the conditions in different habitats and microhabitats (under a log, on stony path, under bushes), using first hand exploration of the</p>	<p>mature, weed, deciduous, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, nutrition, blossom, trunk, branches, dead, alive, plastic, metal, stone, animal, insect, plant, habitat, microhabitat, depend.</p>

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				<p>of animals and plants.</p> <p>To know how plants and animals depend on each other.</p> <p>To know how animals obtain their food from plants and other animals.</p>	<p>school grounds and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>To be able to produce a simple food chain, (Grass, cow, human) and identify and name different sources of food.</p>	