Mr Foster YEAR: 2 Puffin Class

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Mini topicweek 1 and 2Incredible YouFocus on basic skills | **Topic and Question**: How do explorers endure? | **Topic and Question**: Who lives in a castle like this? | **Topic and Question**: |
| **Driver/focus**: Polar Explorers | **Driver/focus**: Castles and Fortifications | **Driver/focus**: Angkor Watt |
| **Launch**:  | **Launch**: Kings and Queens Day | **Launch**: |
| **Hooks**: Penguin visit, Frozen day, camping (working) under tables, Luna with a sledge, sampling an explorer’s menu | **Hooks**: Kings and Queens Day, Jester Day, Educational Visit to Conisbrough Castle | Hooks:  |
| **Showcase**: Video recorded presentations to present their work to parents.  | **Showcase**: Children to read reports to different classes. | **Showcase**: |
| **Key Text**: Shackleton’s Journey, Ice Palace, Little Penguin | **Key Text**: The Adventurers and the Cursed Castle | **Key Text**: |
| **Key vocabulary**: Antarctica, resilience, explore, learn, mission, aim, goal, result, survival, isolation, responsibilities, respect, team work  | **Key vocabulary**: 1066, William the Conqueror, Battle of Hastings, fight, throne, won, rule, UK country and capital names, resilience | **Key vocabulary**: |
| BIG IDEASWhat will children know that they didn’t know before?  | How can they be remembered? Can anyone be an explorer?What do you need to be an explorer?Are all explorers successful?What have explorers taught us? | Why are there so many castles in the UK?Who built them?Were all castles successful?How were they improved? |  |
| Literacy | 1. Incredible You
2. Basic Skills
3. Instructions
4. Instructions
5. Informal Letter
6. Informal Letter
7. Diary
8. Diary

Half Term Reading1. Non-Chronological Report (Newspaper)
2. Non-Chronological Report (Newspaper)
3. Non-Chronological Report (Newspaper)
4. Poetry
5. Poetry
6. Christmas Story
7. Christmas Story
 | 1. Basic Skills
2. Story
3. Story
4. Story
5. Non-Chronological Report (Queen Elizabeth II)
6. Non-Chronological Report (Queen Elizabeth II)
7. Non-Chronological Report (Queen Elizabeth II)
8. Basic Skills
9. Information Text (Castles)
10. Information Text (Castles)
11. Information Text (Castles)
12. Recount (Educational Visit)
13. Recount (Educational Visit)
 |  |
| Science | **Animals:** How animals (including humans) grow and survive | **Materials:**Everyday uses |  |
| History | **Chronological Understanding**How some historical events happened at similar times in different placesThe concept of passing of time**Historical Significance** The historical impact of an action/event/significant individual has in shaping history**Cause and Consequence**How the milestone events triggered off other actions**Historical Significance** How the past has shaped modern history | **Chronological Understanding**How some historical events happened at similar times in different placesThe concept of passing of time**Historical Significance** The historical impact of an action/event/significant individual has in shaping history**Cause and Consequence**How the milestone events triggered off other actions**Historical Significance** How the past has shaped modern history |  |
| Geography | **Location**Name and locate the seven continents and five oceans **Place**Compare the location of the settlement/s to Brampton**Environment**Climate change leading to glacial melting**Geographical Skills**Use atlases and maps to identify and name continents and oceansUse simple compass directions | **Location**Name and locate the four countries and cities of the UK**Place**Compare cities to Conisbrough**Geographical Skills**Use atlases and maps to identify and name the UK’s four countries and capital citiesUse simple compass directions |  |
| Art and design | **Painting**Add white to colours to make tints and black to make tones (SJ pages 44-56) *George Hainsworth***Drawing**Show patterns and textureShow different tones by using different colours *Zaria Forman*(Mini Topic- create a colour wheel, mix primary to make secondary *Alma Woodsey Thomas*) | **Drawing**Show patterns and textureShow different tones by using different colours*James Hartwell* |  |
| Design Technology | Christmas | Design and make a catapult |  |
| Computing | Use technology safely (Online research)Use technology purposefully | Using devices to retrieve information | Coding |
| Music | (Year 2, Unit 3- I Wanna Play In A Band)Children know that:* music has a steady pulse
* we can create rhythms from words
* pulse is different to pulse
* we add pitch when we sing or play instruments
 | (Year 2, Unit 4- Zootime)Children know that:* find the pulse
* listen to rhythms
* warm up your voices
* listen to lyrics and join in
 |  |