Mr Foster YEAR: 2 Puffin Class

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|  | **Autumn** | **Spring** | **Summer** |
| Mini topic  week 1 and 2  Incredible You  Focus 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 IDEAS  What 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 Reading   1. 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 places  The 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 places  The 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 oceans  Use 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 cities  Use 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 texture  Show 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 texture  Show 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 |  |