



YEAR 2

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

CASTLES



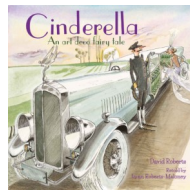
READING/ POETRY

Reading:

For pupils who have finished Phonics, they will begin to read *Cinderella: An Art Deco Fairy Tale* by Lynn Roberts-Maloney and David Roberts in Destination Reader. Pupils will be introduced to key strategies for reading, such as Predicting, Summarising, Clarifying, Inferencing, evaluating and making connections.

Poetry:

Children will begin to recite the following poems: *A Minor Bird* by Robert Frost



WRITING

This half term, children use three different versions of Goldilocks for three different, but connected writing outcomes.

Pupils will also study the text *Jim and the Beanstalk* by Raymond Briggs. Children first discover a beanstalk and footprint in the classroom and use this to engage with and learn the story and retell it to one another. Children then use their knowledge of the sequel to initially innovate and then create their own sequel to another well-known fairy-tale.



MATHS

Review Prior Learning:

- Count within 100, forwards and backwards, starting with any number.
- Comparing numbers to 20 using < > and =
- Develop fluency in addition and subtraction facts within 10.

New Learning:

- Numbers within 100 Addition and Subtraction of 2 - digit numbers,
- Worded problems (+/-)



RE/ PSHE

RE:

Why should we have rules and routines and how do they help us in our everyday lives?

PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Family and Relationships



PE/COMPUTING

Physical Education:

In Year 2, we will have weekly PE lessons twice a week.

This half term, we will focus on:

- Fitness
- Team Building

Please ensure children wear their PE kits on those days.

Computing: Online Safety

We will be learning about online safety, including: what happens to information when it is posted online; how to keep things safe and private online; who we should ask before sharing things online.



SPANISH/MUSIC

Spanish: In Year 2, we will be looking at how to say our name, wellbeing and age Greetings and numbers 1-31.

Music: Hands, Feet, Heart

We will be learning about South African music. We will explore the song *Hands, Feet, Heart* by Joanna Mangona.



ART/ DT

Art: Drawing: Tell a story

Pupils who are secure will be able to:

- Freely experiment with different tools, receiving encouragement when needed.
- Use good observational skills to add details to their drawing.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.

DT: Cooking and Nutrition: A balanced diet

Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy.



PRIOR KNOWLEDGE

Previously in Reception:

- Understanding the World: Our Royal Family – Past an Present

Previously in Year 1:

- Intrepid Explorers
- Homes from the Past
- Famous Queens

FUTURE KNOWLEDGE

Later in Year 2:

- Significant Individuals – Florence Nightingale
- The Great Fire of London

Later in Year 3:

- Prehistoric Britain
- Shang Dynasty

Later in Year 4:

- Roman Britain
- Anglo-Saxons and Scots
- Vikings

Later in Year 5:

- Benin Kingdom
- Medieval Monarchs
- Middle East

Later in Year 6:

- Industrial Revolution
- Twentieth Century Conflicts
- Civil Rights

NEW KNOWLEDGE

During this unit, I will learn:

- To find out who built the first castles in the UK and why.
- To find out about UK castles that were built by the Normans.
- To find out about the structure of medieval castles.
- To find out about the people living in medieval castles.
- To find out about how the common people were treated in medieval times.
- To find out about how the Tower of London’s use has changed over time.

NEW HISTORY SKILLS

During this unit, I will learn:

Chronological understanding:

- Compare changes within living memory.
- Identify similarities and differences between, various rooms/areas of castles.

Historical inquiry:

- Can recognise that there are reasons why people in the past acted as they did.
- Investigate a range of sources to find out about the past.
- Extend vocabulary by reading, discussing, and applying new words learnt.

Knowledge and interpretation:

- Using knowledge gained from the sources and from reasoning about life in a castle.

KEY IDEAS AND VOCABULARY

Parts of a Castle		Why Were Castles Built?
		Castles were built to: <ul style="list-style-type: none"> • control the surrounding area • defend against enemy attack • launch weapons to attack enemies

arrow loop	A narrow vertical slit in a castle wall from which arrows could be fired.
barbican	Part of the outer defence of a castle. Used to help defend a gateway into a castle.
battlements	Found at the top of a castle’s walls, with openings to shoot through and raised sections for protection.
drawbridge	A bridge, which can be raised and lowered, often found over a castle’s moat.
moat	A deep, wide ditch surrounding a castle, often filled with water.
tower	A tall narrow building forming part of a castle.
portcullis	A strong, heavy spiked barrier that can be lowered to block an entrance.



PRIOR KNOWLEDGE

Previously in Year 1:

- **Chemistry: Materials**— We learnt that an object is made out of a suitable material; they could either sink or float, that some materials are waterproof, magnetic and non-magnetic.

FUTURE KNOWLEDGE

Later in Year 3:

- **Chemistry: Raw and synthetic materials**—I will learn how synthetic material is made from raw material, the importance of recycling and living sustainably.

Later in Year 4:

- Chemistry: Phases of Matter

Later in Year 5:

- Chemistry: Physical and Chemical Changes
- Chemistry: Separating Mixtures

Later in Year 6:

- Chemistry: Chemical Reactions
- Physics: Heat

NEW KNOWLEDGE

During this unit, I will learn:

- that an object is made out of a suitable material
- How the shape of solid objects can be changed
- Which material is the stretchiest
- Which materials are absorbent
- What is the difference between raw and synthetic materials
- Why we change material

SCIENTIFIC ENQUIRY

During this unit, I will learn:

- to use simple features to compare objects, materials and living things
- To decide how to sort and group them, observe changes over time,
- to begin to notice patterns and relationships.
- to use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what I have found out and how I found it out.
- To ask questions
- to record and communicate my findings in a range of ways and begin to use simple scientific language.

KEY IDEAS AND VOCABULARY

All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.

absorbent



A material which is able to soak up liquid easily.

flexible



Able to bend easily without breaking.

hard



Difficult to squash or scratch.

transparent



Objects that look clear and you can see straight through them.

opaque



Objects that you cannot see through.

brittle



Easy to break.