

## ENGLISH (writing)

### Fiction

**Children will** listen to and retell the story of 'The Little Hotchpotch' then create a story map and then innovate a version of their own to describe a dragon using similes and expanded noun phrases

### Poetry:

**Children will** read a range of animal poems and then write their own about a dragon.

### Non-Fiction

#### Children will

Identify the structure and language features of **instructions**. **Explore** the possible positive and negatives of keeping a dragon as a pet by **making connections** to real animals and pets. Write 'How to look after a pet dragon'

T4W – Learn the text and structures of a **report** (The Manchester Ridgeback) and then write an innovated **report** about their own dragon.

Using the rhyming story The Castle the King Built explain 'How to build a castle'

## MATHS

### Geometry and Position and Direction

Children will use precise language to describe 3D shapes and use reasoning to compare and describe

Children will use positional language such as left, right, forwards and backwards in order to describe where objects and shapes are before moving on to describing movements and turns.

**Number Facts and Place Value:** Secure understanding of 2-digit numbers and addition and subtraction facts through continued practice and problem solving

### Time

Children will revisit telling the time to the hour and half hour before looking at the two combined. They will then find and compare durations of time.

### Length and height

Children will accurately measure, order and compare using cm and m. They will then recall and utilise their understanding of Place value and the four operations in order to reason and problem solve and **make connections** to real life measurement.

**Mass, Capacity and Temperature:** children use standard units of mass (grams). They use balance scales before moving on to use standard weighing scales. Children will apply their counting in 2s, 5s and 10s skills to reading scales accurately

## GEOGRAPHY

### Human and Physical Geography:

#### Children will:

Recap the four countries of the UK and identify the geographical (human and physical features) of different castles in the UK **making connections** to what they have found out about the building of castles in history.

### Locational Knowledge

Identify geographical features of Castles that are located in different countries of the UK and **explain** why they were built there.

Recap seven continents and then identify the five oceans.

Compare and contrast habitats of tropical fish and other animals around the world thinking particularly about countries near the equator and at the poles

### Geographical Skills

**Explore** maps of the local area Draw a simple map including important physical and human features and record features with basic symbols/key Describe some human and physical features in the local area (Shevington)

Introduce plan view and find specific features from aerial photos

Use 2-figured grid references and compass points to locate features on a map

**Design** a simple map to include important physical features

Relate knowledge of position and direction to explain the position of a castle.

## ENGLISH (reading)

### Class Readers:

**Fiction:** Stories by Andy Shepherd: The Boy who Grew dragons/The boy who lived with Dragons. The Dragon and the Nibblesome Knight – Ellie Willard. Dragon Poems – John Foster

**Non-Fiction:** The Battle of Hastings by Claudia Martin. Look Inside a Castle, Conrad Mason

### Reading Fluency

Read fluently with intonation, expression and regard for punctuation

Children will explore **non-fiction texts** about castles and the Battle of Hastings and use organisational devices to locate and retrieve information.

They will recall and identify the features of non-fiction texts, clarify unfamiliar vocabulary, extract information and summarise findings.

They will make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting .

**Creative expression** Read 'At the Museum' Poem, identify features and then practice at least one verse to recite from memory.

Make predictions about and then read A Dragon on the Doorstep and The Castle the King Built and notice the rhyming words and patterns. Compare this to other rhyming stories and poems that they know.

## SCIENCE

### Living things and their habitats.

**Children will:** explore and understand the various habitats located around the world such as the ocean, the Arctic, Antarctic and rainforest. Further to this, children get the chance to think about how animals have adapted in order to thrive

### Plants – Growth and Care

**Children will:** think scientifically about how and why plants grow as they do, as well as recognising the journey from seed to flowering plant. Learners discover for themselves by observing plant growth and setting fair tests with variables to understand the best conditions for growth. Added to this, children are encouraged to appreciate the importance of plants and how they are vital in our lives.

## HISTORY :

### Castles: Share the story of Motte and Bailey Castles

Children will investigate when, why and how castles were built gaining an understanding of life during the Middle Ages. They will compare life from then to now and consider who would have lived in them and who may live in them nowadays.

Children will look at castles that are still in use and those that are ruins.

They will explore the main features of Motte and Bailey Castles and learn about **The Battle of Hastings**. Create a time line of events outlining the battle

### Historical Enquiry:

**Children will:** Use The Bayeux Tapestry and other evidence sources such as paintings and letters written at the time to ask and answer questions about the Battle of Hastings on the basis of simple observations.

**Compare** castle life from long ago to modern castle life.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative  
Expression

Enterprise

Justify



# 2022 Year 2 Summer – Are castles as important today as they used to be?



## PSHE

Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

### Rights & Responsibilities:

Understand that all people have rights and some people have jobs which protect people's rights.

Identify ways in which people can be different and what respect means and how to show it. Consider people's feelings and how and why viewpoints can differ

### (perspectives)

Identify what being fair means and looks like.

### Citizenship

Identify similarities and differences between homes around the world. **Make connections** to history and consider whether people's lives can be very different depending on their wealth and status

Know what the environment is and how natural resources are used by people.

Describe what you love about the world and how you would feel if these things disappeared.

## ART

Children will:

Use pictures of reptile eyes and look at dragon artwork to create dragon eye artwork. Explore line drawing and filling in techniques. Use ripping and tearing to focus upon the shapes and layers within animal eyes. **Explore** using oil pastels, tissue paper bleeding and marbling to create effects. Chose preferred method to complete dragon-eye masterpieces and evaluate theirs and other work.

**3D** Create clay models of dragon-eyes: Understand how to join clay together with slip Change the surface of clay by adding texture and create line and pattern with a range of tools

## COMPUTING

**Computer Science:** Know what a program is and give examples. Know what an event is and give examples, write a cause and effect sentence to illustrate.

Understand the logical steps to debug instructions that create an unexpected outcome. **Explore** an on screen turtle and program it to navigate around a course/achieve a goal **Create** a multistep program containing several commands for a device or software

**Explore** and debug a program that causes an unexpected outcome.

## MUSIC

### Understanding and applying knowledge

Children will consider what music people may have listened to in the Middle Ages/in castles

They will listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.

### Composing and Performing

Repeat short rhythmic and melodic ideas

Create a simple rhythmic or melodic idea based upon one that they have heard (**Making connections/creative expression**)

## RE

Using Wigan Agreed Syllabus children will:

Listen to, read and **share** Christian and Jewish **creation stories** and **explore** what can be learned from them in order to develop an understanding of the concept of creation and to appreciate the world by exploring the many amazing things it contains, including images, story and music. They will also identify and explore ideas for creating the perfect world.

Begin to understand '**What Muslims believe**' in order to develop a knowledge and understanding of the importance of God in Islam, to enquire into and learn about the religion of Islam and the life of a Muslim believer and enable pupils to ask questions about the beliefs and practices of Islam.

## DESIGN

### Mechanisms: Making a moving monster

**Children will:** learn the terms; pivot, lever and linkage and then set to designing a monster that will move using a linkage mechanism. After practising making linkages of different types and varying the materials they use, children will bring their monsters to life with the gift of movement.

## PE

**Net/Wall skills/games** - Tennis

**Athletics:** running, jumping, throwing

**Striking and fielding skills and games** - Rounders/Kwik Cricket

## ENHANCEMENT & CELEBRATION

### Clitheroe Castle Castles and Keeps

Children will visit the Castle and learn about its history They will consider how the ruin may have looked using the available evidence and what it may have been like to live there. They will also have find out how the Motte and Bailey castle was built and who by.

### Myths and Legends

They will learn all about dragons and how to communicate with them becoming dragon protection officers.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify