

English

Reading (Key texts) used as stimulus for writing
Fiction: *Sir Charlie Stinky Socks And The Really Big Adventure* by Kristina Stephenson.

Rapunzel by Bethan Woollvin

Non-Fiction: Range of information texts about castles.

Poetry: Range of poems which feature spells, charms, potions and curses such as the 'Witches' Spell' by William Shakespeare and 'The Wicked Witches' Song' by Clare Bevan.

Developing pleasure and motivation to read.
Word reading and comprehension skills through class texts and reading sessions and written activities. (Weekly skills building) Discussing texts and drawing inferences. Choosing own texts and sustained reading for pleasure.

Speaking and Listening: discussion and presentation during topic work

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative: Writing a story, writing a letter, writing a recount, story mapping

Nonfiction: Presenting information in non-chronological reports linked to topic
Phonics and Spelling: revise and consolidate the sounds and the common exception words taught in year 1. Weekly spellings linked to No-Nonsense spellings

Grammar: Linked to the National Curriculum requirements for Year 2

Handwriting: Revise and practise correct letter formation in preparation to join and enhance the fluency and neatness of writing. Emphasis on neat presentation and pride in all written work.

Art

Use drawing, painting and textiles to develop and share their ideas, experiences and imagination.

- Design and make a family coat of arms, using simple stitches to join pieces of fabric together.
- **Artist study: Paul Klee (Castle and Sun)** Painting- mixing primary colours to make secondary colours.

PSHE

New Beginnings

- Settling in to a new class/year group and building new relationships.
- The Colour Monster- describing our feelings
- Protective Behaviours (Taking Care Project)

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017).

Key Question:

What can we learn from sacred books?

- Talk about some of the stories used in religion and why people still read them.
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- Re-tell stories and suggest the meaning of these stories. Talk about issues of good and bad, right and wrong.

Key celebrations:
Harvest and Diwali



Super Start: 'Meet the author'. Zoom meeting with Kristina Stephenson.
Fantastic finish: Castle themed dress up/party.

Maths

Baseline Assessment- Informal assessment questions from Year 1 Summer Term White Rose Maths scheme to assess current level of understanding, identify gaps and plan for Autumn Term.

Maths meetings to recap key themes and consolidate Year 1 learning.

Number - addition and subtraction

Adding and subtracting 2 digit numbers crossing tens, find number bonds to hundreds.

Measurement - money

Counting pennies, pounds and notes. Comparing and finding totals.

Number - multiplication and division

Finding and making equal groups

Consolidation of all learning this term.

Built in consolidation weeks to ensure understanding

Mini assessment sessions throughout each block to track understanding.

Colossal Castles

Autumn Term 1 2021
Year 2
Miss Cowcher (Rabbits)
and Mrs Lawson /
Mrs Tarry (Foxes)

Music (Mrs Everett)

Developing creativity and appreciation and a love of music

Music Skills- Charanga: Hands, Feet, Heart

Topic themed music: Medieval Music /
instruments. Dance of the Knights- Romeo and
Juliet No.13 Prokofiev. Castle on a Cloud from
Les Miserables.

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Dance - (ONSIDE SPORTS)

To copy and perform simple movements, understand that dance plays an important part in other cultures and throughout history.

Physical Fun and Games - Mrs. Lawson

Develop team building skills through simple games, problem solving involving physical challenges, building personal fitness and stamina through different types of exercise, understand the benefits/importance of regular exercise.

Geography

- Identify the location of different castles around the UK.
- Explore why castles were built where they were. Which were the best places to build a castle and why?
- Local geography- where is Warwick/Kenilworth in UK? (map work)
- Why were castles built in Warwick and Kenilworth? Comparing/contrasting locations.

Computing (Miss Cowcher)

Online Safety: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Spreadsheets: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of **Everyday Materials and their uses.**

Children will learn about the properties of materials and their suitability for different uses based on strength and absorbency. They will plan and investigate which material is best for a) building a castle and b) making a coat for a King or Queen.

MFL

Getting to know you.
How many different languages can we speak in our class?
Greetings in each language.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Explore the past and how the environment has shaped our community

Social and moral dilemmas: consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, question of fairness, right and wrong, simple political issues, use of money, simple environmental issues)

Democracy: Understand how kingdoms were ruled in the past and the rule of the King.

Rule of Law: Understand how kingdoms were ruled in the past and the rule of the King.

Individual liberty: understand how people in the past would fight to express their views, ideas and freedom.

Tolerance and respect: through anti-bullying week, understand that people can have different beliefs, views and ideas and that people can look different, dress different etc. and that we should show respect to everyone.

History

- Looking at different castle designs throughout history.
- Identifying/naming features of a castle and their purposes.
- Look at what life was like for people in castles.
- **Significant people:**
Elizabeth 1 and Robert Dudley (Earl of Leicester)