


# YEAR 2 SPRING 2 2019

## CASTLES, KNIGHTS AND DRAGONS

	<p>Week 1 25<sup>th</sup> Feb 2019</p> <p><b>DRAGON SIGHTING!</b> <b>TELL ME A DRAGON</b></p> <p><b>DRAGONS</b></p>	<p>Week 2 4<sup>th</sup> March 2019</p> <p><b>BOOK WEEK</b></p> <p><b>TELL ME A DRAGON</b></p> <p><b>DRAGONS</b></p>	<p>Week 3 11<sup>th</sup> March 2019</p> <p><b>KNIGHTS</b></p>	<p>Week 4 18<sup>th</sup> March 2019</p> <p><b>KNIGHTS</b></p>	<p>Week 5 25<sup>th</sup> March 2019</p> <p><b>Mothers Day</b></p> <p><b>CASTLES AS HOMES</b></p>	<p>Week 6 1<sup>st</sup> April 2019</p> <p><b>2<sup>nd</sup> April – COLCHESTER CASTLE TRIP</b></p> <p><b>5<sup>th</sup> April – BANQUET DAY – DRESS UP AS A PRINCESS/KNIGHT/DRAGON</b></p> <p><b>CASTLES AS HOMES</b></p>
<b>TEXTS</b>	<p><b>FOCUS TEXT – TELL ME A DRAGON</b> by Jackie Morris Explore other Dragon poems, dragon stories e.g. The Egg by M.P. Robertson The Knight and the Dragon by Tomie DePaola Pet Dragon by M.P.Robertson</p>			<p><b>Fairy Tale - FOCUS TEXT – BEAUTY AND THE BEAST</b> by Ursula Jones, Sarah Gibb Explore other fairy tales during story times e.g. Rapunzel, Sleeping Beauty, Princess and the Pea, The Snow Queen The Worst Princess by Anna Kemp &amp; Sara Ogilvie <b>Non Fiction – Various Castles and Knights books</b></p>		<p><b>Non Fiction – Various Castles and Knights books</b></p>
<b>Spoken Language SKILLS</b>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Listen to and follow simple instructions</li><li>Describe and say simple instructions for someone else to follow</li><li>Describe and explain my ideas</li><li>Use my new words in spoken sentences</li></ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Listen to poems with sustained interest</li><li>Express my likes or dislikes about a poem I have heard</li><li>Use hand actions and expression to recite a favourite poem</li><li>Talk about my favourite words or phrases from a poem</li><li>Respond to feedback from others</li></ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Listen to and talk about a text</li><li>Talk about my favourite words and phrases from a new book</li><li>Ask and answer questions about Beauty and the Beast to help me understand the story</li><li>Use a clear voice to retell the story</li><li>Use actions to help me retell the story</li><li>Sustain a character role when hot seating</li><li>Use new words in my spoken sentences</li></ul>			<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Listen to others and talk about my ideas</li><li>Talk about a personal experience</li><li>Describe and explain my ideas</li><li>Ask and answer questions linked to a personal experience</li><li>Use time conjunctions in my spoken language</li></ul>
<b>Reading: Comprehension SKILLS based on Focus Texts</b>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Know what instructions are and talk about their purpose</li><li>Recognise and describe some of the features of a set of instructions</li><li>Ask and answer simple questions about instructions I have read</li></ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Listen to poems</li><li>Express my opinions about poems I've heard or read</li><li>Discuss new vocabulary and their meanings</li><li>Answer questions about the poems I have read</li><li>Ask questions about poems</li></ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Know and retell a familiar fairy tale (Beauty and the Beast)</li><li>Talk about the sequence of events in Beauty and the Beast</li><li>Recognise and repeated or familiar language in Beauty and the Beast</li><li>Talk about any new words I am not sure about</li><li>Talk about any new favourite words</li><li>Make simple predictions about what might happen next</li><li>Talk about how the different characters feel</li><li>Answer simple questions about the story</li><li>Compare and contrast characters (different fairy tales)</li></ul>			
<b>Ongoing Composition Skills Including Vocabulary, Grammar and Punctuation SKILLS</b>	<ul style="list-style-type: none"><li>✚ Plan what I am going to write about</li><li>✚ Write for different purposes, including personal experiences</li><li>✚ Write different sentence types including statements, questions, commands and exclamations</li><li>✚ Use sub-ordination (when, if, that, or because) and co-ordination (using or, and, or but) to extend or explain my ideas</li><li>✚ Use capital letters, full stops, question marks and exclamation marks correctly</li><li>✚ Begin to use commas in lists</li><li>✚ Begin to use apostrophes for contraction (e.g. don't, can't) and for possession</li><li>✚ Use Year 2 Grammar correctly</li><li>✚ Proof read my work to check it makes sense and edit if needed</li><li>✚ Begin to write in the present and past tense correctly</li><li>✚ Gather interesting facts and words</li></ul>					
<b>Composition skills for Writing for Different Purposes Including Vocabulary, Grammar and Punctuation SKILLS</b>	<p><b>Outcome: Instructions - How to trap a Dragon</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Sequence instructions into steps</li><li>Organise my writing into a simple set of instructions</li><li>Include a list with bullet point points</li></ul>	<p><b>Outcome: To write a Dragon Poem</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Use powerful and precise words</li><li>Create powerful pictures in the mind</li><li>Use a simile</li><li>Use expanded noun phrases</li></ul> <p><b>Explore:</b></p>	<p><b>Explore:</b> What is a Fairy Tale? Explore descriptive language Write descriptive pieces about the setting. Re-write the opening Explore different types of characters – Heroes and Villains Role-play scenes from the Fairy Tale / hot seating characters Write Character Descriptions</p>	<p><b>Explore:</b> Understand how the story is structured using a story mountain framework. Explore story language Create and write about own character (alternative to the beast) Plan own Fairy Tale based on Beauty and the Beast, changing the character the Prince turns into.</p>	<p><b>Outcome: To write a Fairy Tale</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Include a Fairy Tale opening</li><li>Include a Fairy Tale ending</li><li>Sequence events</li><li>Include story openers/language</li></ul>	<p><b>Outcome: To write a Recount</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Sequence my ideas</li><li>Include a simple opening paragraph with what, when, where, who and why statements</li><li>Use capital letters for a name or place</li><li>A capital letter for a personal pronoun - I</li><li>Use topic related vocabulary</li></ul>

	<ul style="list-style-type: none"><li>Use time conjunctions to signal each step e.g. First, Secondly, Next</li><li>Use imperative verbs</li><li>Use topic related vocabulary</li><li>Write commands</li></ul> <p><b>Explore:</b> What are instructions? Why do we have instructions? Who uses / when do we use instructions? What are the features of instructions? How are they organised? Plan and write instructions.</p>	<p>Use ‘Tell Me a Dragon’ for stimulus. Build on vocabulary of own dragon creations. Imagine their dragon has gone missing &amp; create Missing Posters describing their dragons. Using ideas of descriptions and vocab collected, turn ideas into a poem.</p>		Plan own stories using story mountain structure.	<ul style="list-style-type: none"><li>Use adjectives to describe characters and settings</li><li>use noun phrases to describe and specify</li><li>Use capital letters for names</li><li>Use conjunctions such as and, because, so, but</li><li>Use new vocabulary</li></ul> <p><b>Explore:</b> Plan, using story mountain format and write a Fairy Tale based on Beauty and the Beast, change the curse – Prince turns into something else. Edit and improve.</p>	<ul style="list-style-type: none"><li>Use conjunctions and when, and because,</li><li>Use time conjunctions to signal events</li><li>Use different sentence openers</li><li>Include a noun phrase to describe a place or an event</li></ul> <p><b>Explore:</b> Revise what a recount is. Think about sequence, use photos to create class time lines. Plan and reflect on the visit. Model writing a recount including the compositional features. Write a recount about the visit to Colchester Castle.</p>
The Maths Use of Maths No Problem scheme.	Addition	Subtraction	Chapter 14: TIME	Multiplication and Division	Maths No Problem TEST 2B Paper 1 and Paper 2	Chapter 8: Picture Graphs
Computing	<p><b>Control and Programming</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Write and test simple programs using algorithms</li><li>Use logical reasoning to predict the behaviour of simple programs.</li><li>Debug a program to correct errors.</li><li>Understand that precise and unambiguous instructions are essential when controlling electronic devices to achieve a specific outcome.</li><li>Edit/refine a sequence of commands and discuss how to improve/change their sequence of commands.</li><li>Generate a sequence of instructions including right angled turns to generate simple geometric shapes (oblongs/squares).</li><li>Use the repeat (loop) and when (conditional statement) command within a series of instructions. (GD).</li></ul> <p><b>Explore:</b> Talk about programming, what does it mean? What is an algorithm? Watch: <a href="https://www.youtube.com/watch?v=Da5TOXCwLSg">https://www.youtube.com/watch?v=Da5TOXCwLSg</a> Children to use beebots to explore programming in an algorithm. Db pathway with the programming activities. Worksheet to show understand of programming an algorithm</p> <p><b>Online Safety</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Understand that I have a personal logon through my Learning Platform</li><li>Understand that I have an online identity through my Learning Platform</li><li>Know that some information is private</li><li>Talk about some of the online safety rules</li></ul> <p>Online Safety rules - SMART (Safe, Meeting, Accepting, Reliable, Tell). Set up new Learning Platform and become the ‘author’ of their pages by adding text or a picture.</p> <p><b>Research</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Use a search engine to find information, images safely</li><li>Enter text into a search engine and URL’s in the address bar to find specific given websites</li><li>Understand that ICT can give access to a wide variety of information</li></ul>					
Science		<p><b>FOCUS: MATERIALS</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Identify and discuss the uses of different everyday materials.</li><li>Explore and know the differences between manmade and natural materials –</li><li>Sort materials into manmade and natural</li><li>Identify how some materials are suitable for different things (metal used for coins, cans, cars etc)</li><li>Identify how some objects can be made of different suitable materials (spoons can be made from plastic, wood, metal, but not from glass)</li><li>Identify ways in which materials can be suitable or unsuitable for particular purposes (eg which material is suitable for keeping someone warm etc)</li></ul> <p><b>Explore:</b> Naming and describing everyday materials, sort manmade and natural materials. Explore materials properties, their uses, how some can change shape, compare suitability’s etc. <a href="#">See scheme for more detail.</a></p>			<p><b>FOCUS: MATERIALS - Investigate: Can we make a ‘bridge’ to hold a knight?</b> <b>I am learning to:</b></p> <ul style="list-style-type: none"><li>Name some different materials that might be used or suitable for making a bridge.</li><li>Discuss some of the key properties the material would need to have.</li><li>Talk about how to test some different materials that could be used.</li><li>Begin to make simple predictions using previous knowledge</li><li>Answer any posed questions</li><li>Devise an investigation to make and test a suitable material for a bridge that would hold a knight</li><li>Record the findings.</li><li>Evaluate and discuss the findings.</li></ul> <p><b>Explore:</b> Discuss ideas and look at a variety of materials, which might be suitable and why. Devise an investigation. Carry it out and discuss findings. <a href="#">See scheme for more detail</a></p>	

History			<b>KNIGHTS</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Know about and identify the role of a knight</li> <li>Know what a knight would wear.</li> <li>Know about and describe ways of life and jobs that took part in a castle.</li> <li>Ask and answer questions based on different sources of information</li> <li>Use words and phrases linked to the passing of time</li> </ul> <b>Explore:</b> What was a Knight? What was Knights job? What did a Knight wear? Discuss and identify features of shields. How did a Knight become a Knight? Etc. <a href="#">See scheme for more detail.</a>		<b>Castles as homes</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Understand the purpose and features of a castle</li> <li>Name and identify significant features of a castle</li> <li>Know about and describe ways of life and jobs that took part in a castle.</li> <li>Ask and answer questions based on different sources of information</li> <li>Use observational skills based on a first-hand visit to a castle</li> <li>Use words and phrases linked to the passing of time</li> </ul> <b>Explore:</b> What are Castles? Different parts /features of the castle and their purpose? Different types of castles? Who lived in them? What was it like to live in a Castle? Etc. <a href="#">See scheme for more detail.</a>	
Geography					<b>Human and Physical</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Find out why castles were built on hills</li> <li>Know and understand what natural resources would need to be close by</li> <li>Become familiar with the geographical physical features e.g. hill, sea, river and cliff</li> <li>Think about why castles were easier to defend</li> <li>Use geographical vocab</li> </ul> <b>Explore:</b> Why were Castles built on hills? Explore the surrounding areas of different castles. Explore the land features and consider what makes castles easier to defend. Think about the problems builders might have come across when building in a hilly location. Think about natural resources residents needed to have nearby. <a href="#">See scheme for more detail.</a>	
Art & Design	<b>FOCUS: DRAW and Paint own Dragons</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Discuss the features and colours of dragons</li> <li>Use the pencil correctly to create different lines and techniques to represent own dragons features</li> <li>Select an appropriate form medium to 'fill in' the colour to represent my dragon</li> <li>Evaluate what went well and what needs to improve next time.</li> </ul> <b>Explore:</b> Using the text 'Tell me a Dragon' discuss how the dragons are represented e.g. colours, size, types of dragon. Discuss what kind of dragon they would like, what would it look like, do, what colours would it have etc. Draw designs. Decide how they would represent its features and colours e.g. watercolours paints, collage, coloured pencils, paint. Evaluate finished design and talk about it with others.					
Design & Technology		<b>FOCUS: MAKE DIORAMAS – DRAGONS WORLD</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Know what a diorama is</li> <li>Design a dragon's world</li> <li>Use materials to construct the features within the diorama</li> <li>Join materials together successfully</li> </ul>	<b>FOCUS: DESIGN and MAKE a KNIGHT'S SHIELD</b> <b>I am learning to:</b> <ul style="list-style-type: none"> <li>Know what a shield is and its purpose</li> <li>Know what shields are made from</li> <li>Understand that some materials are stronger than others</li> <li>Describe the features of a shield</li> <li>Design a shield</li> <li>Use materials to construct a shield</li> <li>Join materials together successfully</li> <li>Follow a design to create a shield</li> </ul>			

		<ul style="list-style-type: none"><li>Follow a design to create a diorama</li><li>Describe the design and construction process clearly</li><li>Evaluate what went well and how they would improve it next time</li></ul> <p><b>Explore:</b> Use images of fantasy worlds and video clip from the trailer of film 'How to train a Dragon – A hidden World'. Collect images and design own dragon's world for their dragon. Think about what materials they would need and construct. Evaluate.</p>	<ul style="list-style-type: none"><li>Describe the design and construction process clearly</li><li>Evaluate what went well and how they would improve it next time</li></ul> <p><b>Explore:</b> What a shield is and its purpose. Discuss and look at some different images of shields. Identify what shields were made from and why. How could we make a shield? What other tools would you need? Design a Knight's shield with a coat of arms / symbols to represent them. Use a range of suitable materials to make their own shield from their plan. Evaluate. <a href="#">See scheme for more detail.</a></p>		
Music	<b><u>Cheranga Scheme: Spring 2 – Zootime</u></b> <b>I am learning to:</b> <ul style="list-style-type: none"><li>Listen to and respond to rhythms</li><li>Talk about different music I have listened to using musical vocabulary</li><li>Recognise and listen to different styles of 'Raggae' music</li><li>Recognise the different 'tempo' (speed) in music I have listened to</li><li>Use our voices and instruments to improvise and perform</li><li>Compose simple tunes</li><li>Perform with others</li></ul>				
P.E	<b>Outdoor Circuits</b> <b>I am learning to:</b> <ul style="list-style-type: none"><li>Develop my running, jumping, throwing, and catching skills</li><li>Use a variety of equipment safely</li><li>Use a variety of equipment with control</li><li>Develop my balance</li><li>Develop my agility and co-ordination</li></ul>	<b>FOCUS: Gymnastics</b> <b>I am learning to:</b> <ul style="list-style-type: none"><li>Explore gymnastic actions and shapes with control</li><li>Explore movement actions with control and link them together with flow.</li><li>Explore gymnastic actions and shapes.</li><li>Choose and use simple compositional ideas by creating and performing sequences.</li><li>Repeat and link combinations of gymnastic actions.</li><li>Link combinations of movements and shapes with control.</li></ul>			
PSHE	<b><u>Theme: People who keep me safe</u></b> <b>I am learning to:</b> Know who looks after me in my family, in my school and community. Begin to understand how they keep themselves safe and protect themselves. To know when to say 'yes', 'no', 'I'll ask' and 'I'll tell'. To know who to call in an emergency including dialling 999. <b>Explore: Yasmin and Tom (Keeping safe: people who can keep me safe)</b> Use interactive resource on Yasmin and tom's website. Discuss the reasons why those specific people are safe. What do they do to help?				
R.E	<b><u>Theme: Why do stories matter? Stories in Christianity and other faiths</u></b> <b>I am learning to:</b> <ul style="list-style-type: none"><li>Think about why stories are important.</li><li>Explore some stories that are passed down through families, told and re-told.</li><li>Discuss the importance of sharing memories.</li><li>Discuss what makes a good story.</li><li>Talk about my favourite story and why it's my favourite</li><li>Know what religious stories are.</li><li>Explore a sacred text to find some of these stories.</li><li>Discuss how some religious stories are used to teach people about God and how they should behave e.g. stories which focus on forgiveness, jealousy, humility, caring, reconciliation.</li></ul>				
Outdoor Learning	<b>Discovery of Dragon Eggs and remains</b> <b>CD Experiment – Solar Power</b>			<b>Knights – Jousting and Games</b> <b>Build castles out of crates etc.</b>	

Eco Project	How is Electricity Made? What would it be like not to have Electricity? How can we save Electricity? CD Experiment – Solar Power
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