

Literacy

Key Text: *Rumpelstiltskin*- Paul O Zelinsky

Purpose for writing: *Traditional Tales*

Writing: *Children will learn to retell traditional stories using narrative structure and dialogue from the text. They will imitate familiar stories by borrowing and altering structures, and will create characters by adapting ideas about typical story characters.*

Grammar: *Children will continue to extend their sentences using co-ordination and subordination. Following on from our phonics programme, we will begin to think about spelling rules including suffixes.*

Word reading/comprehension: *While children continue to use their phonic knowledge to decode and blend words, they will focus on inference and retrieving information from a text.*

History

Focus: Significant event in own locality: Castles

Children will begin by studying when, and why, castles were created. They will think about this within the chronological framework they have already started to build. We will then look at Motte and Bailey castles, and discuss what that tells us about Fotheringhay Castle. We will move on to study the lives of significant individuals who resided at Fotheringhay Castle, including the life of Mary Queen of Scots and Richard III. We will also look at the monarchy now and compare their lives with the lives of those studied at Fotheringhay Castle.

We will visit Peterborough Cathedral to learn more about Catherine of Aragon and Mary Queen of Scots.

(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt.)

Design and Technology

Focus: Wheels and axles

Children will explore a range of wheeled products, such as toys and everyday objects. They will consider the design of these products and how they move. This follows on from our moving pictures unit in Year 1. Children will generate ideas for a wheeled product using a simple design criteria, and will use a range of tools and equipment to create their design. Throughout this, they will explore and evaluate products, including their own, and use technical vocabulary relevant to the project.

Computing

Focus: Spreadsheets

Children will review their prior understanding, including key vocabulary such as rows and columns. Children will continue to develop their skills to copy and paste information into a spreadsheet. They will also use spreadsheets to add amounts.

Year 2

Spring 1

Significant event in our own locality: Fotheringhay Castle



RSHE

Focus: Dreams and goals
Children will learn about their goals to success and their learning strengths,.

Music

Focus: Kings and Queens
Children will study Elizabethan instruments and music. We will learn about the musical elements—pulse, rhythm, dynamics, pitch and use them to compose a piece of music for royalty.

PE

Indoors: Dance—Dance coach in
Outdoors: Invasion games

Maths

Key Facts: Money

Children will build on their knowledge of place value and addition and subtraction during this topic. We will revisit amounts of money before beginning to count pence and pounds. The children will compare amounts of money and start to think about finding change.

Key Facts: Multiplication and Division

Children will make the connection between repeated addition and multiplication at the start of this unit. They will recognise both equal, and unequal groups before making and adding equal groups to demonstrate multiplication. The children will build on what they learnt in Year 1 to use arrays for multiplication and grouping and sharing for dividing. Throughout this unit, there will be a focus on the 2, 5 and 10 *times table*.

Science

Biology: Plants (Light and Dark)

Children will build on what they learnt in Year 1 by first exploring plants and observing them closely. This will lead on to us labelling and naming the different parts of a plant before thinking about what a plant or tree needs to grow. We will focus on the question 'Do plants grow healthier in the light or dark?'. We will plan our experiment before following a method to carry this out.

Working Scientifically: Children will learn to identify and classify living and dead things, as well as ask and answer questions using a variety of investigations. They will focus on how to carry out simple tests and how to record the results.

(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)

RE

Focus: Islam

Key Question: Who is Muslim and how do they live?

This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam. Previous encounters in FS will have been as part of thematic units (e.g. Being Special, Special Times, Special Places). This unit is their first sustained encounter with Muslims, and will build on and deepen previous learning.