

Year 2 Summer Term 1  
Into The Woods

**Hook (curiosity):** Delight Project

**Text (Reading, language, communication):**

- Little Red Reading Hood
- The Jolly Postman
- A ticket to Kalamazoo
- Flat Stanley

**End product (engagement):**

Parents invited to the classroom to look at work

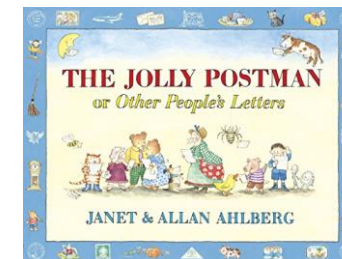
**Vocab (Reading, language, communication):**

Fairy tale, traditional tale, fiction, characters, villain, hero/heroine, settings, woods, woodland, magic, fantasy

**Sticky knowledge (Learning that sticks):**

1. A monarch is a King or a Queen.
2. The monarch today is King Charles III
3. The monarch is the head of the Church of England and the armed forces.
4. In the past monarchs had power over the country - including decision making and passing laws.
5. Today decision making is done by parliament.
7. Fairy tales start with "once upon a time" and end with "happily ever after!"
8. Fairy tales have clear "good" characters and "bad" characters.
9. Fairy tales have magic and fantasy (e.g. talking animals, witches, houses made of sweets).
8. Fairy tales always have a problem that needs to be solved and there is usually a lesson or moral that can be learned from them.

# Into The Woods



## History

### What is a monarch? (Kapow)

National Curriculum links:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally
- the lives of significant individuals in the past who have contributed to national and international achievements.

Progression of skills objectives:

- Recall that a monarch is a king or queen.
- Explain that recent monarchs in the UK do not have the power to make decisions alone.
- Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation.
- Use sources to explain how William the Conqueror became King of England.
- Know that monarchs in the past had all the power to make decisions.
- Explain how William the Conqueror kept order and conquered England.
- Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline.
- Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.

## Music

### ORCHESTRAL INSTRUMENTS

National Curriculum links:

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Progression of skills objectives:

- Recognising timbre changes in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

## Science

### Plants

National Curriculum links:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Progression of skills objectives:

- Asking simple questions and recognise that they can be answered in different ways including use of scientific language
- Use simple equipment to observe closely including changes over time
- Perform simple comparative tests and Identify, group and classify
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences & patterns
- Gather and record data to help in answering questions including from secondary sources of information

## Art and Design

National Curriculum links:

**Form:** Form and Line

**Pattern:** Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

**Making skills:** Mark making, combining materials, exploring textures, manipulating materials

**Knowledge of artists:** Evaluating and analysing:

Progression of skills objectives:

**Generating ideas:**

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

Experiment in sketchbooks, using drawing to record ideas.

**Making skills:**

Further demonstrate increased control with a greater range of media.

Make choices about which materials and techniques to use to create an effect.

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

**Knowledge of artists:**

Talk about art they have seen using some appropriate subject vocabulary.

Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

**Evaluating and analysing:**

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

Begin to talk about how they could improve their own work.

## Religious Education

### What is important for Muslim families?

Progression of skills objectives:

- that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'.
- Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah.
- that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him.
- the Qur'an is the special /sacred book for Muslims, and is written in Arabic.
- Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel.

## PSHE

### Economic wellbeing

**National curriculum links:**

- That some adults earn money by having a job.
- Some basic needs for survival.
- What a bank account is.
- What a bank account card is used for.
- What a skill or talent is.
- That different jobs require different skills.
- The concept of saving money and understanding its benefits for future goals or things they want to buy.
- The difference between a 'want' and 'need'.
- Why diversity and inclusion are important in workplaces.

**Progression of skills objectives:**

- Explaining adult money sources.
- Identifying whether something is a want or need.
- Comparing and contrasting 'wants' and 'needs'.
- Identifying the main features of bank account cards.
- Exploring personal skills and talents.
- Exploring the reasons why people choose certain jobs.
- Identifying some ways that can make an environment inclusive and fair.
- Reflecting on the importance of individuality and diversity.

## PE

### Gymnastics and games

**National Curriculum links:**

**Gymnastics:**

master basic movements as well as developing balance, agility and co-ordination.

**Invasion games:**

master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

**Progression of skills objectives:**

**Gymnastics:**

Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll

Social: leadership, work safely, respect

Emotional: confidence, independence

Thinking: select and apply actions, creativity

**Invasion games:**

Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed

Social: communication, kindness, support others, co-operation, respect, collaborate

Emotional: empathy, perseverance, honesty, integrity, independence

Thinking: creativity, select and apply, comprehension, problem solving, provide feedback

**Geography**

National Curriculum links:  
Progression of skills objectives:  
See Summer 2

**Computing**

National Curriculum links:  
Progression of skills objectives:  
See Summer 2

**Design technology**

National Curriculum links:  
Progression of skills objectives:  
See Summer 2