

# Towers, Tunnels and Turrets – Year 2 Autumn 1

**Engage:** Visit to Colchester Castle or Mountfitchet Castle

**Events:** label castles, how castles developed, timeline, projectile investigation, construct a tower, tunnelling animals, sketch a castle.

**Express:** museum of castle made by children at home.

## We are... Scientists: Key Skills and Knowledge:

### Living things and their habitats:

- I can explore and compare the differences between things that are living, dead, and things that have never been alive.
- I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Vocabulary:** Living, dead, non-living, Habitat, micro habitat, food chain, Field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert, Air, food, water, shelter, heat, warmth, sun

## We are... Athletes: Key Skills and Knowledge: Fitness & Yoga

- **Physical:** agility, balance, co-ordination, speed, stamina, skipping, breathing, balance, flexibility, strength
- **Social:** taking turns, encouraging, supporting others, working safely, sharing ideas, leadership
- **Emotional:** determination, perseverance, challenging myself, calmness, patience, understanding
- **Thinking:** identifying strengths and areas for improvement, observing, selecting actions, creating poses, focus and providing feedback

**Key Vocabulary:** Co-ordination, agility, stamina, fitness, yoga mindfulness, wellbeing, posture, flexibility.

**Overview:** See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one. Whose is the tallest? Can you measure it? Then dig deep, deep down, making burrows and tunnels, just like the animals who live underground. What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridge. Watch out for the angry troll underneath. He likes to gobble up little girls and boys. Make sure your bridge is sturdy enough to take our weight and get us safely to the other side. And finally, meet three little pigs who need your help to build a strong fortress. Inside its strong walls, they'll be safe from the big, bad wolf. No huffing and puffing will blow your fortress down.

## We are... Authors and Readers:

**Key Skills and Knowledge:** Read Blue Storybooks with increasing fluency and comprehension. Understand how to use full stops, capital letters and finger spaces accurately. Know how to form lower-case letters of the correct size relative to one another.

**Key Vocabulary:** first person, evaluate, genre, comprehension, punctuation, diary, character, speech bubble, homophones

**Storybooks:** **Dragon Post** Emma Yarlett, **Our Tower** Joseph Coelho, **The Building Boy**, Ross Montgomery, **The Queen's Knickers** Nicholas Allan, **The Worst Princess** Anna Kemp, **The Knight who Wouldn't Fight** Helen Docherty.

## We are... Historians: Key Skills and Knowledge:

- I can describe what it was like to live in a different period.
- I can order events and dates on a timeline.
- I can present historical information in different ways.

**Key Vocabulary:** Castles, moat, tower, drawbridge, tunnel, turret, knights, king, queen, lord, Iron age fort, Saxon Ditch and Rampart castle, Norman Motte and Bailey, Stone keep and curtain wall, Concentric castle, years, centuries, decades, Non chronological report, fact file, fact

## We are... mathematicians:

### Key Skills and Knowledge:

I can recall and use addition and subtraction facts to 20 fluently  
I can add and subtract numbers mentally using 1- and 2-Digit numbers

### Place Value

I can Make' Tens and Some More'  
I can regroup Two-Digit Numbers  
Counting On and Back in Ones and Tens from any Number.

### Equal and unequal

I can compare and order numbers from 0 up to 100; use <, > and = signs

**Key Vocabulary:** Addition, subtraction, number bonds, regroup, compare, more than, less than, equal, unequal

# Towers, Tunnels and Turrets – Year 2 Autumn 1

## We are... A Community (PSHE): Key Skills and Knowledge:

- Suggest actions that will contribute positively to the life of the classroom.
- Recognise that people have different ways of expressing their feelings and how to react. Recognise that friendship is a special kind of relationship
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two and how we can act/respond.

**Key Vocabulary:** Happy, rules, feelings, bullying, friendship, safe, showing feelings, teasing, help, repeated, friendship, caring, regular, don't do that.

## We are... Coders (Computing): Key Skills and Knowledge:

### Digital Literacy: Online Safety

- To know how to refine searches using the Search tool.
- To use digital technology to share work, to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

**Vocabulary:** Attachment, digital footprint, email, filter, internet, personal information, search, secure, sharing

## We are... Designers: Key Skills and Knowledge:

**Designing:** • I can explain what I want to do and describe how I may do it.

**Making:** • I can join materials/components together in different ways.

- I can measure, mark out, cut and shape materials and components, with support.
- I can choose suitable materials and explain choices depending on their characteristics.
- I can make suggestions as to what I need to do next.
- I can join materials/components together in different ways.

**Evaluating:** • I can evaluate how good existing bridges are.

- I can talk about what I would do differently if I were to do it again and why.

**Key Vocabulary** Plan, Prepare, Design, Materials, Ideas, Use, Model, Development, Fix, Glue, Attach, Cardboard, Tape, Cut, Stick, Change, Improve, modify, Alter

## We are... Theologians (RE): Christianity Key Skills and Knowledge:

- Talk about why the design of a Christian Church is important.
- Identify the meaning behind Christian Symbols (Dove, Fish, Cross).
- Understand key facts about the Bible: What it is, How it is organised, What is inside it, Why it is special to Christians. .
- Re-tell the Story of Adam and Eve.
- Identify two of the ten commandments (always tell the truth, always use God's name with love and respect) and explore what these mean.
- Identify what a charity does and why this is important, including how it brings the community together.
- Discuss why Harvest is important and how it is celebrate.

**Key Vocabulary:** Church, Jesus, Creation, Dove, Fish, Lent, Harvest, Thankful, Bible, Christianity, Cross, Ten Commandments, Truth, Love, Respect, Justice, Fairness.

## We are... Geographers: Key Skills and Knowledge:

- I can identify characteristics, name and locate the four countries of the UK and their capital cities on a map, atlas or globe
- I can describe how and why people use different human features.
- I can recognise human features on maps and aerial photographs.
- I can collect and organise simple data.
- I can draw or read maps that use symbols and keys.

**Key Vocabulary:** United Kingdom, England, Wales, Scotland, Northern Ireland, London, Belfast, Edinburgh, Cardiff, landmark, tunnels, bridge Map, key, symbol, tower

## We are... Musicians: Key Skills and Knowledge: Continued Autumn 2

**•Listen and Appraise:** To learn how children can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.

**•Games:** to develop an understanding that rhythm is different to a steady pulse. We can create rhythms from words, food and animal etc. To know how to change pitch.

**•Singing:** to learn about: comfortable singing positions/warmups, different pitches, and different types of sounds with their voices. Learn to start/stop singing when following a leader. To build confidence in performing 5 songs from memory and unison.

**Key Vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## We are... Artists: Key Skills and Knowledge:

### Drawing:

- I Know the difference between a straight and curved line and can draw these using different mediums.
- I can change the different pressures on pencils in drawings.
- I can understand what smudging, blending and adding detail means and can use these to improve their work.

### Painting:

- I can select and use a range of brushes and explain why I used them.
- I can develop a wide range of art and design techniques in using colour, pattern, texture, line and shape.
- I can begin to control marks being made in a range of painting techniques; layering and adding texture using cotton buds, cocktail sticks, straws and the end of a paint brush.

### Artists:

- I can describe similarities and differences between artwork on a common theme.
- I can study the work of different artists
- I can talk about the work of an artist and what I like and dislike, and why.
- I can explore different crafts and artists linking to their own work.

**Key Vocabulary:** straight, curved, smudge, shade, thick, thin, sketch, shape, textures, brush mark, compare, similar, different, techniques, materials.