

**Year 2 Medium Term Plan – Autumn 1 – Kings, Queens & Castles**

**2024-2025**

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| **Term** | | Autumn 1 | | |
| **Key text** | | Rapunzel | | |
| **Key Vocabulary** | | Monarch, reign, chronological, castle, predator, prey, source | | |
| **Key thread through topic (history/geography)** | | Kings Queens & Castles | | |
| **Topic curriculum coverage and content** | | | | |
| **Key Learning Ideas** | | **Subject covered within learning** | **Curriculum content covered within learning** | **What will this look like when it’s achieved?** |
| WALT: identify the role of the monarch | History | | Identify similarities and differences between ways of life in different periods.  Use common words and phrases relating to the passing of time.  Place well known people in Chronological order.  Describe some simple similarities and differences between artefacts.  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.  Speak, draw or write about how he/she has found out about the past.  Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Queen Victoria, Queen Elizabeth II | The children will:   * be able to explain what the word monarch means. * They will be able to describe the role of the monarch and what they would do if they were king/queen for the day. |
| WALT: explore the life and times of Elizabeth I | The children will:   * compare Elizabethan times to modern day using and discussion. * Share questions they would like to ask Elizabeth. |
| WALT: explore the life and times of Queen Victoria | The children will:   * be able to compare Victorian times to modern day times using photographs. * Share questions they would like to ask Victoria. |
| WALT: Compare Queen Elizabeth I and Queen Victoria | The children will:   * be able to say what is similar and what is different between Queen Elizabeth II and Queen Victoria |
| WALT: Learn more about the modern royal family. | The children will  - be able to place learned Kings and Queens onto a timeline (Chronological order). |
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| **Discrete Teaching** | | | | |
| **Lesson WALT** | | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: Walt: identify living and non-living things. | | Science | Identify the life processes of all living things. | Children will:   * Sort items and objects into living, dead and never alive by referring to life processes. * Understand the 7 life processes: MRS GREN |
| Lesson 2 WALT: Identify habitats and micro habitats | | Children will:   * Identify microhabitats in our school grounds * Say which animals might live in each habitat. |
| Lesson 3 WALT: identify plants and animals in their habitats | | Children will:   * Identify key world habitats * List descriptors and features of their chosen habitat * List Some key species found in their chosen habitat. |
| Lesson 4 WALT: To understand how animals get their food. | | Children will:  Identify key vocab: omnivore, herbivore and carnivore.   * Understand how animals and plants are dependent on each other to survive |
| **Lesson 1** To recall the Five Fingers of Faith for Judaism | | RE | **Five Fingers of Faith:** Star of David/Jews/ Yahweh, Moses/Synagogue/Torah/Hanukkah | Children will:   * discuss and record the five key features of Judaism |
| **Lesson 2** Identify why Jews follow Moses (10 commandments) | | Children will:   * Understand that Jewish people follow Moses as he led them from danger and gave them the 10 commandments from God |
| **Lesson 3** Identify ceremonies that happen at the synagogue | | Children will:   * Know the name of the Jewish place of worship (synagogue)and some of the celebrations |
| **Lesson 4**  identify features of the Torah and make links to the Old Testament in Christianity | | Children will:   * Know that the Jewish holy book is called the Torah its message and importance to the Jewish community |
| **Lesson 5** To learn about Jewish celebration of Yom Kippur | | Children will:   * Be able to explain that Yom Kippur is the Jewish celebration of receiving the 10 commandments and day of atonement. |
| Other RE Lessons to coincide with celebrations | | | | |
| Lesson 1 WALT: keeping safe | | PSHE | In this unit children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety. | Children will:   * recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets. * know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. * know about the ways that pupils can help the people who look after them to more easily protect them. * I know how to stay safe and who can help if I feel unsafe |
| Lesson 2 WALT: Staying safe at home. | | Children will   * know rules for and ways of keeping physically and   emotionally safe, including responsible ICT use and   * online safety, road safety, cycle safety and safety in the   environment, rail, water and fire safety.   * know that household products, including medicines, can   be harmful if not used properly.   * know about the ways that pupils can help the people who   look after them to more easily protect them.   * I know how to stay safe at home |
| Lesson 3 WALT: Staying safe outside | | Children will   * know rules for and ways of keeping physically and   emotionally safe, including responsible ICT use and  online safety, road safety, cycle safety and safety in the  environment, rail, water and fire safety.   * recognise that they share a responsibility for keeping   themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.   * know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special   people when they need their help, including dialling 999 in  an emergency.   * I know how to stay safe when I am out and about. |
| Lesson 4 WALT: Staying safe online | | Children will   * know rules for and ways of keeping physically and emotionally safe including responsible ICT use and   online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.   * understand what is meant by ‘privacy’; their right to keep   things ‘private’; the importance of respecting others’ privacy.   * know about the ways that pupils can help the people who   look after them to more easily protect them.   * I can keep myself safe when I use the Internet. |
| Lesson 5 WALT: The Underwear Rule | | Children will   * judge what kind of physical contact is acceptable,   comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).   * know the difference between secrets and nice surprises   (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.   * understand what is meant by ‘privacy’; their right to keep   things ‘private’; the importance of respecting others’ privacy.   * know my body belongs to me and how to keep my body safe |
| Lesson 6 WALT: People Who Can Help | | Children will:   * know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. * know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special   people when they need their help, including dialling 999 in an emergency.   * recognise that they share a responsibility for keeping   themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.   * I know who to go to if I need help. |
| Lesson 1 WALT: plan the layout of a 3D castle in 2D | | ART | (3D castle)  Explores malleable materials by manipulating them for a purpose  *Using all previous knowledge and beginning to create work in two and three dimensions* | Children will:   * Have own ideas and knows what to do next * Explain the purpose of a product and why it is suitable for use * Plan using clear pictures and sentences to explain following design criteria * Explain what they’re making and why it fits the purpose * Makes suggestions about what should come next and why |
| Lesson 2 WALT: Build a 3D castle | | Children will:   * Begin to do basic measuring and marking out * Choose materials and explain choices * Select appropriate tools and methods to cut and join |
| Lesson 3 WALT: Complete and finish a 3D castle | | Children will:   * Use finishing techniques (considering reference and experience) to make their castle look realistic. * Give feedback on their build identifying successes and areas for improvement.   . |
| Part of our P.E. will be taught by a school sports coach this term - he will deliver ball skills. | | | | |
| In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about pulse. | | | | |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about what a computer is and online safety | | | | |