


Year Group - 2	Term – Spring		
<b>Name of Unit Overview – Castles</b> 		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
<b>Context, Big Questions and Wider World impact</b> <ul style="list-style-type: none"> <li>✓ To understand how people lived in the past <ul style="list-style-type: none"> <li>✓ Why do we have castles?</li> <li>✓ Where were castles built?</li> <li>✓ How has Britain changed?</li> </ul> </li> </ul>			
<b>Subject specific learning areas</b>			
<b>Science</b>		<b>Suggested journey of the unit</b>	
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>		
	<b>Can we ....?</b>  Observe and describe how seeds grow into mature plants. Find and describe how seeds need, water, light and suitable temperature to grow and stay healthy.		
<b>Humanities – History &amp; Geography</b>		<b>Week 1 –</b> <ul style="list-style-type: none"> <li>- Science: Understanding the difference between seeds and bulbs.</li> <li>- Geography/ Topic: Locating castles in the UK</li> <li>- PSHE: Identifying key differences.</li> </ul> <b>Week 2 –</b> <ul style="list-style-type: none"> <li>- Science: To predict what seeds need to germinate.</li> <li>- Geography/ Topic: Identifying where castles are usually built and why</li> </ul>	
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning</b>		

<b>Previous years</b> <b>Oceans and continents</b> <b>Toys from Victorian times</b>  <b>Revisit within this year</b> <b>Past and Present</b>		Locating castles in the UK Identify where castles are usually built and why To identify different physical features of the land To locate castles across the UK and Europe on a map To find differences between the reign of Henry VIII and present day. To be able to name royalty from the past and future.		<ul style="list-style-type: none"><li>- PSHE- Lifecycle of humans</li></ul> <b>Week 3 –</b> <ul style="list-style-type: none"><li>- Science: To understand what plants need to grow.</li><li>- Geography/ Topic: Defending castles</li><li>- PSHE- Naming different body parts</li></ul> <b>Week 4 –</b> <ul style="list-style-type: none"><li>- Science: Predicting what plants need to stay healthy.</li><li>- Geography/ Topic: Looking at map of a castle and identifying physical features.</li></ul> <b>Week 5 –</b> <ul style="list-style-type: none"><li>- Science: What plants need to stay healthy.</li><li>- Geography/ Topic: Aerial photos looking at physical features</li></ul> <b>Week 6 –</b> <ul style="list-style-type: none"><li>- Science: To describe how a plant changes over time.</li><li>- Geography/ Topic: To create a map of a castle including a key and compass points.</li></ul>
Art and Design & Design Technology				
<b>Prior learning and where the objectives are revisited later in the year.</b>		<b>Key year group learning</b>		
<b>Previous years</b>  <b>Revisit within this year</b>		<b>Can we....?</b> Use a range of media to create artwork inspired by Paul Klee Drawing with a focus on shading Portrait drawing- looking at Royal portraits		
Computing and Technological Understanding				
<b>Prior learning and where the objectives are revisited later in the year.</b>		<b>Key year group learning</b>		
<b>Previous years</b> <b>Ipad exploration</b>  <b>Revisit within this year</b> <b>Using ipads</b>		<b>Can we use the camera function on the ipads to take detailed photos?</b> <b>Can we use TT Rockstars</b> <b>Can we make a poster for Windsor Castle</b>		
<b>Vocabulary</b> <b>Oracy activities</b>	<ul style="list-style-type: none"><li>✓ Windsor Castle, River, Hill, Palace, turret, ramparts, shield, bridge</li><li>✓ Performance-Reciting story maps and Echo reading. Practising tone, speed and body language.</li><li>✓ Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information about castles/ history period. Speak like an expert.</li></ul>	<b>Immersion Activity- What do they need to know?</b> <b>How are you going to motivate and inspire learning within the topic?</b>	<ul style="list-style-type: none"><li>✓ Now press play activity</li><li>✓ Windsor Castle model</li></ul>	
		<b>Trips/ Visits / Experiences</b>	<ul style="list-style-type: none"><li>✓ Windsor Castle</li></ul>	

Discrete subject learning focus areas			
<b>Music</b>	Exploring feelings from Charanga	<b>RE</b>	Judaism
<b>PE</b>	Dynamic balance Static balance	<b>PSHE</b>	Differences between males and females
<b>MFL</b>			
<b>Final quality products</b>	<ul style="list-style-type: none"> <li>- Castle model</li> <li>- Royal portraits</li> <li>- Map making</li> </ul>	<b>Home learning opportunities</b>	<ul style="list-style-type: none"> <li>- Literacy and Maths</li> </ul>
Enriching our curriculum and personal development opportunities.			
<b>Prior opportunities</b>	<b>Experience</b>	<b>Learning to come from those activities</b>	
	<ul style="list-style-type: none"> <li>- Windsor Castle</li> <li>- Now Press Play</li> <li>- Charity day</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about charities, how to fundraise and about the impact humans have.</li> <li>- Deepening understanding of key topics.</li> </ul>	