



www.shutterstock.com - 513634307



Who's the King of the Castle?

Castles & Guy Fawkes

History Focus

Pupils will learn about the chronology of the British monarchy, from William the Conqueror to King Charles III

Children will develop experiences of local castles and their history. They will be able to explain why castles were built and describe specific parts of a castle.

Pupils will learn who Guy Fawkes was and the crucial role he played in The Gunpowder Plot of 1605.

Children will explore the uses of The Tower of London over time.

- To understand the names/vocabulary of the features of a castle.
- To be able to name some castles in the UK and locally.
- To know who lived in a medieval castle.
- To find out how the Tower of London was used for protection during the Peasant's Revolt.
- To know how the Tower of London's use has change throughout time.
- To know who Guy Fawkes was and what the Gunpowder plot was.
- To find out about King James I England.
- To know why fireworks are lit on Bonfire Night.

Trips, Experts and Events

Autumn 1

Farm School / Forest School
Kings & Queens banquet (1st December)
St Michael's Mount (26th & 27th September)
Pendennis Castle (18th October)

Autumn 2

Guy Fawkes Day (3rd November)
Truro Cathedral/
Carnon Downs Islamic Community Centre
KS1 Christmas Show
Nursing Home (Christmas carols)



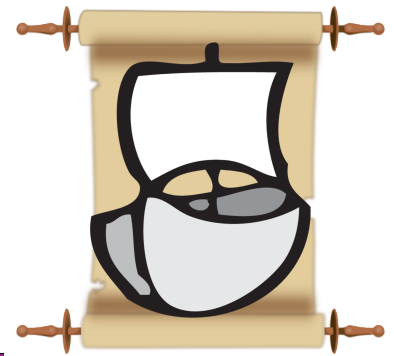
		Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and language	RE	MFL		
		Magical Me!	Link sounds to letters - RWI Begin to read	Count reliably with numbers 2D and 3D shapes	Who is my family? Past events and traditions	Self portraits. Christmas and winter crafts	Settling in, rules, routines and expectations.	Apparatus PD Hall games Pencil grip	My family Likes and dislikes Family traditions	Being special Why do Christians perform Nativity plays at Christmas?	Greetings Numbers and colours	
		English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
Year 1	London's Burning	Diary writing Fact file Instructions Letter Writing	Place value (within 10 and 20) Addition and subtraction	Everyday materials Seasonal changes	Paper - Facile Green screen - house fire Pic collage - church	The Great Fire of London Gunpowder Plot	Who made the world? What does it mean to belong to a faith community?	Boysen Together! To use drawing, painting, James Potterson	Hey You! Rhythm in the way we walk	3 little pigs houses Making bread	Greeting, colours, numbers Twinkl night Xmas	Gymnastics Invasion Multi skills
Year 2	Castles	PDR - Leaf PDR - Egg Box Dragon/dragon	Place value Addition and subtraction Measurement/ money	Use of everyday materials	Creating a 3D image of a castle	King Henry VIII Events beyond living memory	Who is a Muslim and how do they live? Why does Christmas matter to Christians?	To use a range of materials creatively to design and make products.	Hands, Feet, Heart Ho Ho Ho	Design, make and evaluate model of a Tudor house.	Harvest Body parts, Halloween	Gym, Dance Invasion
Year 3	Walk like an Egyptian	Instructions Story Poetry Fact File Persuasive text	Place value, Addition and subtraction, Multiplication and division	Animals including humans	Code sphere robots Use Tinkercard	Writing, Gods, Pyramids, Tutankhamen	What do Christians learn from the creation story? How do beliefs and family life show what matters to Jewish people?	Improve their mastery of art and design including drawing, painting and sculpture.	Let your spirit fly Glockenspiel	Make Canopic jars Healthy menu Build pyramids	A new start Celebrations	Egyptian dance Football Swimming
Year 4	Conquerors	Non-chronological report Story writing	Place value Addition and subtraction, Measure, Multiplication and division	States of matter	Drawing on iPads Online safety	Roman Britain and Vikings	What do Hindus believe? God is like? What is Trinity? Christmas	Improve their mastery of art and design including drawing, painting and sculpture.	Mama Mia Glockenspiel 2	Design, make and evaluate shields.	My school, your school Local area, areas	Gymnastics Hockey Swimming
Year 5	Who let the Gods out? Stone Age	Diary entry Story telling	Place value Addition and subtraction, Statistics, Multiplication and division.	Living things and their habitats Properties of materials	Research Greek Gods Online safety	Greeks Stone age	What does it mean to be a Muslim in Britain? Was Jesus the Messiah?	Improve their mastery of art and design including drawing, painting and sculpture.	Live on a prayer Classroom Jazz 1	Greek food	My school Where I live Xmas	Football Gym Handball Swimming
Year 6	Warlike Britain	Diary writing Poetry Letter writing	Place value Addition, subtraction, Multiplication and Division, Fractions	Living things and their habitats Animals including humans	History of computing Online safety	A study of war in British history	Why do Hindus want to be good?	About great artworks, artists and designers in history.	Happy Classroom Jazz 2	Warlike food	Everyday life Where I live, xmas	Handball Play leader training Parkour

What is History?

History is the study of the past. It helps us understand how things have changed over time and why the world is the way it is today.

HISTORY

Who's the King of the Castle?



What qualities does a historian have?

- Respectful, curious, investigative, resilient, imaginative.

What do I already know?

- I can use a timeline and talk about the past, present, older and newer.
- I can talk about historical events beyond living memory.
- I can describe significant people from the past.
- I can use artefacts, pictures and stories to find out about the past.
- I discuss similarities and differences.

Tier 3 Vocabulary

Castle
Bailey
Battlements
Drawbridge
Tower
Dungeon
Portcullis
Turret
Rampart
Moat
William the Conqueror

Guy Fawkes
King James I
House of Parliament
Gunpowder Plot
Cellar
Treason
Catholic
Protestant

Knowledge Concept

As a historian, I can...

Enquiry Question and Key Knowledge



- **Describe** and understand the significance of historical events beyond living memory (nationally or globally)
- **Describe** key people from the past who have contributed to national and international achievements and understand their significance
- **Place** key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods
- **Know** about changes within living memory and how they affected changes in national life eg toys, homes, transport
- **Know** about local historical events, people and places

- **Who is our King & who came before him?**
- **When were the first castles built?**
- **Why is Guy Fawkes an important historical figure?**



- **Ask wide range of questions about the past using parts of stories and sources**

- **Why were so many castles built in the Britain after 1066?**
- **Why do we celebrate Bonfire Night today?**



- **Use** a range of artefacts, pictures, stories and online sources to answer historical questions
- **Understand** different representations of the past by drawing comparisons

- **When was St Michael's Mount built?**
- **Who uncovered the Gunpowder Plot?**



- **Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer**

- **How was the Tower of London used in the past?**
- **How have the use of castles changed over time?**



What equipment will help me?

- Stories
- Sources
- Timelines
- Artefacts
- Photos
- Objects
- Accounts

Wider Thinking (Diversity/ Inspirational people)

Queen Elizabeth II & other powerful queens

Key Question? (Assessment question)

How has the use of castles changed over time?

writing

Week 1: Who's the King of the Castle?

Mon – INSET
Tues – INSET
Weds – Summer recount
Thurs – Questions for a King/Queen
Fri – If I was King/Queen for a day

Week 2: Rapunzel

Mon – If I was trapped in a tower...
Tues – Read Rapunzel w/ story map & actions
Weds – Describe the witch
Thurs – If the shoe fits - inference
Fri – Rapunzel reading comprehension – VIPERS

Week 3: Reading and Writing is Magic

Mon – Story plan to retell Rapunzel
Tues – Author visit
Weds – Finish story plan
Thurs – Write a story opening
Fri – Spelling & Handwriting

Week 4: St Michael's Mount

Mon – Rapunzel story problem
Tues – St Michael's Mount trip (Class 5)
Weds – St Michael's Mount trip (Class 6)
Thurs – Rapunzel story resolution/ending
Fri - Recount plan – St Michael's Mount

Week 5: SPaG skills

Mon – Capital letters
Tues – Full stops
Weds - Conjunctions
Thurs – prefixes/suffixes
Fri – Spellings & handwriting

Week 6: King Arthur

Mon – Describe King Arthur - Adjectives
Tues – Ask questions to a Knight - what was it like to be a Knight/
Weds - Fact File on King Arthur
Thurs - Advert to become a Knight
Fri - Spellings & handwriting

Week 7: King Arthur

Mon – Sword in the stone – asking questions
Tues –
Wed –
Thurs –
Fri - Spellings & handwriting



Spelling – Common exception words / Homophones

Sentence structure – subordination (when-if-that-because)

Punctuation – Capital letters, full stops, commas, exclamation marks.



RWI – Ability level guided reading and writing daily sessions.

Talk through stories.
Vipers.
Accelerated Reader.



Parts of a castle and their function.
Who lives/lived in a castle.
Plot UK castles on a map – capital cities.
Plot castles in Cornwall on a map.
History of the Monarch.
King Charles III

Uses of everyday materials.

Which materials are best for...?
Materials Hunt Pic Collage
Investigate - What makes a material waterproof?
Which material is the stretchiest?



Art – King/Queen Self portrait

Artist Study - John Dyer and Joanne Short

Sketching/drawing: St Michael's Mount

DT –

Design and build a castle
Explore mechanisms to create a catapult.



RE/VIRTUES/PSHE

RE – Islam - Who is Muslim and how to they live?

PSHE –

Jigsaw: Being me in this world

Black History Month

Hello Yellow Day



Coding with code.org.
Start children on Course B and work through with whole class input and individual student-led learning.

Highlight and discuss key concepts as we arrive at them and ensure students have a good understanding of what key concepts and ideas mean.

The Power of P.E



Dance

Respond in the correct manner to commands.
Repeat simple sequences of movements.

Multi-skills

Throwing/catching/stopping
Running/changing direction



Week 8: Guy Fawkes

Mon – Who was Guy Fawkes?
 Tues – immersion (T4W text)
 Wed – sequencing *The Gunpowder Plot*
 Thurs – Recognising why *The Gunpowder Plot* happened.
 Fri – Guy Fawkes immersion day

Week 9: Guy Fawkes

Mon – Inference/sentence types. What were the plotters saying?
 Tues – How the plot was discovered?
 Wed – Traditions of Gunpowder plot poster
 Thurs –
 Fri - VIPERS on Guy Fawkes

Week 10: Diary

Mon -
 Tues -
 Wed -
 Thurs -
 Fri -

Week 11: Tower of London

Mon -
 Tues -
 Wed -
 Thurs - Comparing Tower of London now/then – conjunctions
 Fri -

Week 12: RE Week

Mon -
 Tues -
 Wed -
 Thurs -
 Fri -

Week 13: Skills Week

Mon -
 Tues -
 Wed -
 Thurs -
 Fri -

Week 14: Christmas!

Mon -
 Tues -
 Wed -
 Thurs -
 Fri -



Word – formation of nouns and adjectives.

Sentence structure – subordination (when-if-that-because)

Punctuation – Use of capital letters and full stops.



RWI – Ability level guided reading and writing daily sessions.

Talk through stories.
 Vipers.
 Accelerated Reader.



Guy Fawkes / Castles

Who was Guy Fawkes / What was the Gunpowder plot?
 How was the Tower of London Used?
 How has the Tower of London's use changed over time?

Uses of everyday materials.



Investigations:

Experiment - Strongest paper for a castle bridge.
 How friction reduces speed.
 'Roll me a dragon' – squash/squeeze/stretch/roll
 Transparent, Translucent, Opaque



DT - Explore mechanisms to create a catapult.

Art – Artist Studies –Romero Britto (Pop Art)
 Castle Collage – shape / colour mixing.



RE/VIRTUES/PSHE

RE – Why does Christmas matter to Christians?

PSHE – Jigsaw:



Build a 2D Castle in Keynote using blocks, textures and shapes.
 Learn about how we can adjust, resize and move objects on a computer and how to copy/paste.

Photograph a place from around the school and then use this as a background for the castles.

The Power of P.E

Invasion – Football

Keep the ball close and under control.
 Understand technique and suggest improvements.

Gymnastics

Apparatus










Year 2 - Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 2 Term: Autumn Topics: Who's the King of the Castle?

SPEAKING, LISTENING & WRITING 	Using time connectives, explain what you would do if you were a king or queen for a day.	Research a famous castle and create a fact file. This could be handwritten or on the computer.	Design a wanted poster for a dragon that contains a detailed description.	Write a Bonfire Night poem. This could be acrostic, rhyming, shape etc.	Research 'Guy Fawkes' and create a poster about him and 'The Gunpowder Plot'.
Problems, Science & Maths 	Draw a symmetrical castle using 2D shapes. Label the shapes.	Make 'water fireworks': Fill a jar with water, mix 1 tablespoon of vegetable oil with food colourings.	See Royal Menu challenge – go food shopping / look online and calculate the cost of the feast/banquet.	Investigate which material would make the best shield. Record your findings.	Create a number boardgame that has a king or castle theme.
ART & DESIGN 	Thinking about line and shade, use a pencil to complete a portrait of Guy Fawkes.	Create a hand print castle. 	Design a flag that represents you, to hang from your beach castle (see Eco Challenge).	Create a portrait of a dragon using paint, chalk, food, natural materials etc.	Design and make a dragon or king puppet. Challenge: Perform a puppet show.
CONSTRUCTING & CREATING 	Using a selection of materials, plan and create your own castle.	Design a menu for a Royal banquet/feast. Cook the meal with your adult and eat as a family.	With an adult, design and make a firework using materials from around your home. Film your launch.	Using a material of your choice, construct a crown for a King or Queen.	<u>Eco challenge</u> Go to the beach and create a sand castle with moat, from natural materials.



Busy Bees Science Focus

The Children will identify that..

Pesticides may be responsible for the reduction of the honey bee population.

Bees pollinate around one-third of food crops and 90 per cent of wild plants. Many species of bee are on the brink of extinction in parts of the UK – and some types have been lost entirely.

Honeybee hives are regularly traded locally and internationally allowing the rapid spread of diseases and parasites.



www.shutterstock.com - 513634307

Trips, Experts and Events

Spring 1

- ££ - Bosavern Community farm – St Just
- Marshland - microhabitats

Spring 2

- Bee dress-up day / Bee Movie
- Chef visit to make honey food

SLEEPOVER in school – May?

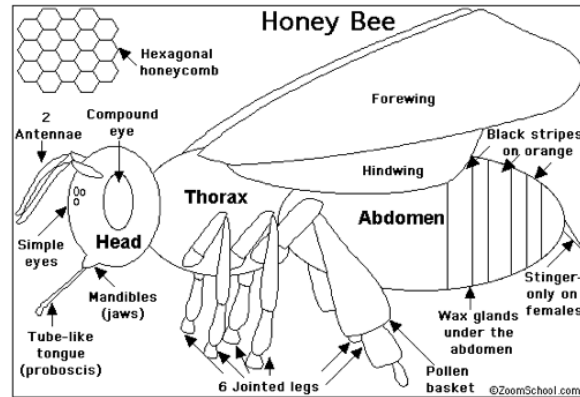
- To understand and explain why bees are important?
- To acknowledge what is happening to bees
- To label parts of a bee
- To identify and explain life in a hive.
- To understand what is meant by swarming bees
- To explain why flowers are important to bees
- To explain the process of pollination



Spring Term - Bees Knees

Honeybees are social insects that have:

- *six legs,
- *a three-part body,
- *a pair of antennae,
- *compound eyes,
- *jointed legs,
- *a hard exoskeleton.



What should I already know?

The life cycle of animals including humans.

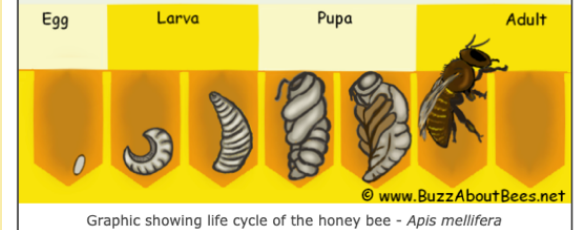
That climate change is affecting animals and their habitats.

More than 1 million species of animals and insects face extinction.

Pollution is harmful to the environment.

Global temperatures are having a massive effect on planet earth.

The Lifecycle Of The Honey Bee



Vocabulary

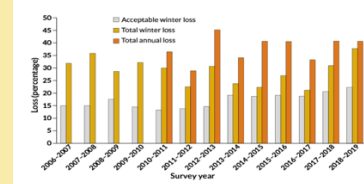
Meaning

Anther	The part of the stamen that produces pollen.
Apiary	The location of a number of bee colonies
Apiculture	The science of bees and beekeeping
Beeswax	Wax produced by honey bees and used to build a comb.
Brood	All stages of immature honey bees, eggs, larvae and pupae.
Colony	Honey bees are social insects and live in large groups. Each colony contains one queen bee.
Cell	A single hexagonal wax compartment.
Comb	The wax structure made of hexagonal cells.
Drone	A male honey bee who fertilises the queen
Hive	Any container provided by humans for honey bees to nest.
Honeydew	Plant sap excreted by insects and collected by bees
Pollen	Fine dust-like substance found on flowering plants.
Swarm	When the queen and half the workers leave the nest

Knowledge Facts

- Pesticides may be responsible for the reduction of the honey bee population.
- Bees pollinate around one-third of food crops and 90 per cent of wild plants.
- Many species of bee are on the brink of extinction in parts of the UK – and some types have been lost entirely.
- Honeybee hives are regularly traded locally and internationally allowing the rapid spread of diseases and parasites.

Honey Bee Colony losses



Websites to Research

<https://www.natgeokids.com/uk/discover/animals/insects/honey-bees/>
<https://www.coolkidfacts.com/bee-facts/>
<https://pestworldforkids.org/fun-games/games/>

writing

Week 1: Skills week

Week 2: Honey Flapjacks

Week 3: *The Bee Who Spoke*

Week 4: *The Bee Who Spoke*

Week 5: Save the Bees poster

Week 6: Letter to David Attenborough



To cover and re-cap all year 2 Grammar rules,



RWI – Ability level guided reading and writing daily sessions.

Talk through stories.
Vipers.
Accelerated Reader.



What is happening to bees around the world?
Which continents do bees live on?
Investigate the way bee products are used around the world.

Beekeepers around the world – Samar Al-Baa (Gaza), Barry the Beekeeper (Liverpool), Khalid Al Suwaidi (Qatar), Erika Thompson (Texas) locate the beekeepers on a world map.

Living Things and their habitats



Living/dead/never alive
Food chains
Draw and label parts of a bee
Life cycles (butterflies, bees, frogs)
Sort minibeasts and their habitats
Investigation – drama/role play collecting pollen
Pollination – paint

Artist Study - Andy Warhol – Bee Popart

How to draw a bee

Sculpture - Clay beehives



R.E

RE - Who is Muslim and how do they live (part 2)

Use LEGO WeDo 2.0 to create a series of basic models, finishing with building the Pollinating Bee model.



Use Shapes in Keynote to create different styles of tessellation. Learn about Copy + Paste, Grouping, Rotating etc. Create a honeycomb image using tessellation and bees.

Explore pollinators and pollination using Minecraft Education Edition to become a bee and learn how to create honey.

The Power of PE

Multi-Skills

Develop agility and co-ordination

Dance

The Waggle Dance - <https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-minibeasts/z7h8y9q>

Gymnastics - apparatus





Week 7: Jack & the Beanstalk

Week 8: Jack & the Beanstalk

Week 9: *Plant poetry*

Week 10: *Performance poetry*

Week 11: Skills week

Week 12: Bee Fact File

Week 13:



To cover and re-cap all year 2 Grammar rules.



RWI – Ability level guided reading and writing daily sessions.

Talk through stories.
Vipers.
Accelerated Reader.



Local and global plants – contrasting conditions of habitats
Plants adapting to environment

Plants



Label parts of a flower

Which foods wouldn't be around without pollinators?

What do plants need to survive? – conditions for growth

Science Week

Hayle Plants – identifying plants (native)



Textiles:

Artist study – David Hockney – daffodil art

DT – Easter cards



RE/Virtues/PSHE

RE - Why does Easter matter to Christians?
How do Christians celebrate Easter around the world?

PSHE –



Minecraft EDU - Beehive

Use the iPads to create a rich document full of **Bee Facts and illustrations**, using hexagons to link facts together.

Use the internet safely to research information and use the iPads and Crayons to **draw images of Bees and Flowers**.

The Power of PE

Invictus games

Develop ability to solve problems.

Develop ability to engage in activities fairly.

Health Related Exercise

Understand how the body functions/changes during exercise.

Develop ability to exercise at difference intensities.

Know the names and functions of muscles.





Year 2 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 2 Term: Spring Term Topic: Busy Bees

Speaking, Listening & Writing 	Bee Poetic: Write a poem about bees and add actions to teach to the class.	Bee Creative: Creating writing - You accidentally knock over a can of coke and hundreds of bees fly out. What do you do?	Bee Poetic: Create an acrostic poem for the following words. HIVE HONEY	Research bee facts and create a 'Did you know?' poster to share with your class. This can be handwritten or typed.	Read, memorise & perform bee jokes. Challenge: Write your own. <div data-bbox="1787 550 2056 699"> <p>Q: Do bees make honey in May? A: Maybe!</p> <p>Q: Why did the bee cross the road? A: Just bee-cause!</p> <p>Q: What kinds of bees drop things? A: Fumble bees!</p> </div>
Problems, Science & Maths 	Design and make a bee maths game.	Eco challenge Plant a selection of wildflower seeds and record the growth of the plants weekly.	Are bumblebees and honeybees different? Research this question and record your findings	Create a bee spotters guide and record how many bees you see in 2 weeks.	Create a poster showing the life cycle of a bee. 
Art & Design 	Create a hexagonal pattern made from card. Challenge: Estimate how many times you can draw the same shape on an A4 page... then check!	Make a papier mache beehive from material of your choice. 	 Use a potato masher to create a bee picture.	Design and illustrate a honey themed menu to then cook for your family.	Sketch a detailed diagram of a bumblebee and label the body parts.
Constructing & Creating 	Create a bumble bee hand or finger puppet. https://www.easypeasyandfun.com/bee-paper-hand-puppet-template/	I can bee the best me! Decorate a jar/box with a bee theme and record ways that you are showing the school values at home on strips of paper to put in the jar.	Computing: Explore Minecraft EDU https://education.minecraft.net/en-us/search?search=bee	 Research how to make pompoms and make your own pet bee.	Eco Challenge: Using recycled materials - create a bee mobile to hang from the ceiling. 



Commotion in the Ocean: *Pirates, Oceans & Coasts* Geography Focus

The children will be able to

Identify a coast that is local to them.

Use atlases and globes to identify oceans and coasts in all parts of the world.

Use compasses to find directions

Compare coasts and oceans



www.dutterstock.com - 513634507

Trips, Experts and Events

Summer 1 –

- Litter pick/beach clean – Hayle
- School sleepover – Thursday May 25th

Summer 2

- Lifeguard visit
- Beach trip
- Pirate Dress Up Day

CAMP - Plymouth Aquarium – Wednesday 28th
June (1 night)



- To locate and identify oceans and continents
- To find out about British beaches
- To use fieldwork skills to find out about a place.
- To compare a British beach with one from another country.
- To use compass points to move around a map.
- Identify and describe different animals that live in the ocean.
- Identify different parts of ocean animals and find out what they are used for.
- To think about how ocean animals are suited to their ocean habitat.

Summer Term - 'Commotion in the Ocean' - Pirates, Coasts & Oceans

Cornwall lies on a long peninsula with no inland area more than 20 miles from the sea. It has a coastline of over 400 miles with 158 miles designated as Heritage Coast.

Coasts have many different features, such as caves and cliffs, beaches and mudflats. Tides, waves and currents shape the land to form these coastal features.



What should I already know?

The **coast**, also known as the **coastline** or **seashore**, is defined as the area where land meets the sea or ocean.

The wind and waves cause erosion that reshape the shoreline of the coast.

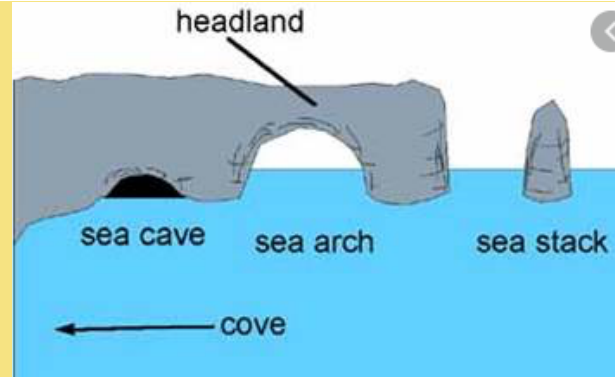
People who live by the sea are said to live on the coast.



Vocabulary		Meaning	Knowledge Facts	
Bay	A body of water partially surrounded by land		<p>There are five oceans covering the surface of our globe.</p> <p>Our oceans cover more than 70% of the earth's surface</p> <p>The Pacific Ocean is the biggest ocean of the world.</p> <p>The South West Coast Path was voted Britain's Greatest Walk' by readers of Country Walking magazine.</p> <p>The Southwest coastal path stretches for 630 miles.</p> <p>Costal habitats are widely diverse, from shallow sea water, to dunes and beaches, to rock pools and coves</p>	
Cave	A natural void in the ground.			
Coast	An area where land meets the sea.			
Dune	Large masses of wind -blown sand.			
Erosion	Where natural forces wear away rocks and soil.			
Estuary	Where a river meets the sea.			
Headland	An area of land that is surrounded by water on three sides.			
Ocean	A large area of salt water between continents.		<div></div>	
Stack	A steep vertical column of rock in the sea near a coast.			
Stump	Stumps are formed through coastal erosion of headlands.			
Tide	The rise and fall of the levels of the ocean. (Caused by gravitational pull)			
			Websites to Research	
			https://www.scienceforkidsclub.com/oceans.html	
			https://www.dkfindout.com/uk/earth/coasts/	
			Activities	

Wave

Waves transmit energy, not water, and are commonly caused by the wind.



<https://kids.nationalgeographic.com/explore/ocean-portal/>

Continents Song:

<https://www.youtube.com/watch?v=K6DSMZ8b3LE>

writing

Week One sequence of teaching:

Mon – Immersion desert island story (read, discuss and role play)
 Tues – Write a desert island story (cold task)
 Wed – Planning: 'You choose' desert island story
 Thurs – Planning/toolkit: setting descriptions (oceans)
 Fri – Planning/toolkit: setting descriptions (desert islands)

Week Two sequence of teaching:

Mon – Planning: 'story island' (story mountain)
 Tues – Draft: desert island story
 Wed – Draft: desert island story
 Thurs – **TEACHER STRIKE DAY**
 Fri – Edit: desert island story

Week Three sequence of teaching: Katie Morag

Mon – **BANK HOLIDAY**
 Tues – Listen and discuss the text – vocab focus
 Wed – Character hot-seating – question sentences
 Thurs – Speech bubbles – matching and writing (conjunctions)
 Fri – Inverted commas

Week Four sequence of teaching: Hayle Harbour Debate

Mon – **BANK HOLIDAY**
 Tues – Vocabulary focus
 Wed – pros and cons – simple sentences
 Thurs – Subordinating conjunctions (because, however, although)
 Fri – Debate (agree, build, challenge)

Week Five sequence of teaching: SATS

Mon –
 Tues –
 Wed –
 Thurs –
 Fri –

Week Six sequence of teaching: Grammar Games

Mon – Conjunctions dice game
 Tues –
 Wed –
 Thurs – **SCHOOL SLEEPOVER**
 Fri – School Sleepover diary entry



To cover and re-cap all year 2 Grammar rules.



- Read, Write, Inc.
- Whole class guided reading
- VIPERS comprehension skills
- Talk through stories.
- Accelerated Reader.



Geography:

- Name and locate the world's 7 continents and 5 oceans.
- Name and locate of the 4 countries, capital cities and surrounding seas of the UK.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Hayle.
- Devise a sketch map of Hayle using a simple key.



Animals (including humans):

Describe the basic needs of animals, including humans, such as exercise, food and hygiene. How would you survive on a desert island?

What kinds of animal live in the ocean?

To recognise that animals and humans produce offspring that grows into adults - life cycles of sea animals.



Art – Artist study: Frank Bowling
 Painting/collage: Bowling-style map painting

DT – making a compass - explore and use a mechanism

R.E. – What is the good news Jesus brings?

PSHE – Jigsaw: Relationships



Discuss **recycling** and what can and can't be recycled.
 Create a visual document to **represent waste being sent to landfill** by filling a pyramid shape with non-recyclable objects.

Photograph the children standing next to the pile and use Instant Alpha to super-impose these photos onto the document.

Orienteering:



- 4 cardinal points on a compass
- Recognise and use a key on a map.
- Move thumb/map to where they are and which way they are facing.
- Use school maps to complete a range of orienteering challenges around the school grounds.

**Week Six sequence of teaching: *Pirate Descriptions***

Mon – Listen and draw (description/inference activity)
 Tues – Draw a pirate (identify nouns)
 Wed – Expanded noun phrases
 Thurs – Shared writing
 Fri – Independent writing

Week Seven sequence of teaching: *Blackbeard*

Mon – Introduction to Blackbeard (asking questions)
 Tues – History of Blackbeard (guided reading/VIPERS)
 Wed – Spellings
 Thurs – Description of Blackbeard (noun phrases)
 Fri – Wanted poster of Blackbeard (range of sentences)

Week Eight sequence of teaching: *The Pirate Queen*

Introduction to Ching Shih (asking questions)
 Tues – History of the Red Flag Fleet (guided reading)
 Wed – (Spellings)
 Thurs – Re-enact the Battle of Tiger's Mouth.
 Fri – Report on the Battle of Tiger's Mouth

Week Nine sequence of teaching: *Aquarium Week*

Mon – Sea creature fact file (immerse and explore)
 Tues – Sea creature fact file (create)
 Wed – **Plymouth Aquarium Residential**
 Thurs – **Plymouth Aquarium Residential**
 Fri – Aquarium recount

Week Ten sequence of teaching: *Peter Pan*

Mon – Peter Pan story map (immersion)
 Tues – Adventure stories (boxing up)
 Wed –
 Thurs –
 Fri –

Week Eleven sequence of teaching: *Peter Pan*

Mon – Plan story mountain
 Tues – Draft
 Wed – **BEACH DAY**
 Thurs – Edit
 Fri – Publish/share stories

Week Twelve sequence of teaching: *Last Week!*

Mon –
 Tues –
 Wed –
 Thurs –
 Fri –



To cover and re-cap all year 2 Grammar rules.



- Read, Write, Inc.
- Whole class guided reading
- VIPERS comprehension skills
- Talk through stories.
- Accelerated Reader.

Geography:

Identify similarities/differences in physical/human geography between Cornwall and the Maldives (effects of rising sea levels, how the islands were formed, tourism, weather).

Identify seasonal and daily weather patterns in the UK.

Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

History:

Blackbeard (Edward Teach)

The Pirate Queen (Ching Shih)

**Living things and their habitats:**

Observe and explore local coastal habitats (rockpools, sand dunes, shoreline)

Learn how living things adapt to living in the deep sea

Design a sea creature (Plymouth Aquarium workshop)



Art – Create a seaside in a jar

Artist Study – Hokusai wave picture

Photography – Waves on beach trip.

Music – Sea Shanties



R.E. – What makes some people and places in Cornwall sacred?

PSHE – Jigsaw: Changing Me (life cycles, body parts, safe touch)



Staying Safe Online.

Discuss how we use the internet and what risks there might be.

With the iPads we can start to create informational posters to remind us how to avoid these dangers and stay safe online.

Swimming:

2 x 1 hour session (per class) @ St Ives Leisure Centre

Athletics:

Hurdle effectively
 Jump as far as they can.
 Throw as far as they can.

**Striking and Fielding – Rounders/Cricket:**








Roll/move the ball with accuracy.
 Develop ability to analyse performance.



Year 2 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 2 Term: Summer Term Topics: Commotion in the Ocean

Speaking, Listening & Writing 	If you could be any creature that lived in the ocean or on the coast, what would you be? Explain your reasons.	Thinking about your five senses, write a description about the ocean.	Guess what? Describe to a friend something you see at the coast or in the ocean. Can they guess what you are describing?	Go to the coast, sit down and close your eyes. Make a list of all the different sounds you can hear.	Write a poem about the ocean or coastline. Remember to use good adjectives for describing.
 Problems, Science & Maths	Collect a range of shells and pebbles and sort in to a variety of repeating patterns.	Use a variety of 2d shapes to create an underwater or coastal scene.	Make a boat that can float and successfully carry a number of Lego bricks. How many bricks could your boat hold?	Create a graph to show the types and amount of creatures, shells etc in a rockpool.	Investigate Why do some objects sink in freshwater and float in saltwater?
Art & Design 	Paint a Puffy Bubble Wrap Octopus. https://www.artcraftykids.com/craft/puffy-bubble-wrap-octopus/	Make a paper plate jelly fish. 	Using materials of your own choice, design your own mermaid or King Neptune.	Take a pencil & sketchbook to the beach and thinking about line and shape, sketch what you can see.	How to draw a seagull https://artprojectsforkids.org/draw-a-seagull-2/
Constructing & Creating 	Eco Challenge Using a selection of natural materials, found at the beach, create a collage.	Using a box, create a fish tank or under water scene. 	Using Papier-mâché, construct a coastal cliff with caves and stacks.	Construct a model of a coastal cliff with a lighthouse.	Create a rainbow fish by weaving. 

Composition:

1. Write about personal experiences and those of others (real and fictional) with a positive attitude and stamina
2. Write poetry with a positive attitude and stamina
3. Write about real events with a positive attitude and stamina
4. Write for different purposes with a positive attitude and stamina
5. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
6. Writing down ideas/key words and new vocab
7. Summarising what they want to say sentence by sentence.
8. Make simple additions and corrections to my writing by evaluating their writing with the teacher and other pupils
9. Proof read to check for errors in spelling, grammar and punctuation and make simple revisions and corrections
10. Re-read to check that their writing makes sense and that they have used the correct tense consistently and make simple additions and corrections to their writing
11. I can read aloud what I have written with appropriate intonation

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Handwriting and presentation:

1. Form lower case letter of the correct size and relative to each other
2. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined
3. Write capital letters and digits of the correct size, orientation and relationship to one another
4. Use spacing between words that reflect the size of letters

	Aut	Spr	Sum
1			
2			
3			
4			

Grammar:

1. Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes
2. Learn to use expanded noun phrases to describe and specify e.g. the green grass.
3. Learn to use different forms of sentences: statement, question, exclamation, command.
4. Use subordinating and co-ordinating clauses linked by when, if, that, because or, and, but
5. Beginning to recognise different sentence structures - simple, compound, complex and sometimes vary these in writing.
6. Understand that conjunctions can come at the beginning of a sentence.
7. Form nouns using suffixes such as -ness, -er.
8. Know how the meaning of a word changes when adding suffixes to adjectives - ful, -less.
9. Turn adjectives into adverbs using -ly, -est, -er.
10. Recognise and create compound words [eg, whiteboard, superman]
11. Use the past and present tense correctly and consistently.
12. Use the progressive form of verbs in the present and past tense (e.g. she is drumming, he was shouting)
13. Recognise that verbs indicate tense and am able to change as appropriate.
14. Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting.
15. Beginning to use inverted commas to show speech.

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Yr 2 Reading:

- 1.Continue to apply phonic knowledge and skills as the route to decode words..
- 2.Read accurately by blending the sounds in words that contain the graphemes taught so far
- 3.Read accurately words of two or more syllables
- 4.Read words containing common suffixes.
- 5.Read further common exception words
- 6.Read most words quickly and accurately without overt sounding and blending
- 7.Read aloud books closely matched to my phonic knowledge sounding out unfamiliar words accurately without hesitation
- 8 Re-read books to build up fluency and confidence in word reading

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			
7			
8			

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma

Comprehension:

- 1.Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which can read independently
- 2.Can discuss the sequence of events in books and how information is related
- 3.Familiar with and can retell a wider range of stories, fairy stories and traditional tales
- 4.Been introduced to non-fiction books that are structured in different ways, eg using alphabetical order
- 5.Recognise simple recurring literary language in stories and poetry
- 6.Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- 7.Motivated to read, and show my understanding by discussing my favourite words and phrases.
- 8.Building up a repertoire of poems learnt by heart with appropriate intonation
- 9.Make inferences on the basis of what is being said and done
- 10.Answer and ask questions
- 11.Predict what might happen on the basis of what has been read so far
- 12.Participate in discussion about books that can read for independently taking turns and listening to what others say
- 13 Explain and discuss understanding of books that are listened to and that can be read independently

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Spelling:

- 1.Segment spoken words into phonemes and representing these by graphemes
- 2.Learning new ways of spelling phonemes that sound the same but are spelt differently
- 3Spell correctly, the year 2 common conception words.
- 4.Recognise and spell words with contracted forms; don't, can't and spell using the apostrophe for missing letters.
- 5.Learning to apply the possessive apostrophe; the girl's book.
- 6.Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
- 7.Recognise some homophones and near homophones(see appendix for examples)
- 8.I can add suffixes to spell longer words; including: -ment. -ness, -ful, -less, -ly
- 9.I can spell words ending in -tion

	Aut	Spr	Sum
1			
2			
3			
4			
5			
6			
7			
8			
9			

Maths Y2 Place value:

Count in steps of 2, 3, 5 and 10 from 0 forward and backwards

Recognise the place value of each digit in a two-digit number.

Begin to recognise the place value of each digit in a 3 digit number

Identify, represent and estimate numbers using different representations, including the number line.

Compare and order numbers from 0 up to 100 ; use <, > and = signs.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems

Addition and subtraction:

Solve problems with addition and subtraction, using concrete objects and pictorial representations: numbers, quantities and measures.

Applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

Show that addition of two numbers can be done in any order and subtraction cannot.

Recognise and use the inverse operation between addition and subtraction to check my number sentences are correct and solve missing number problems

Add a two-digit number and ones using objects, pictures and mentally.

Subtract a two-digit number and ones using objects, pictures and mentally

Add a two digit number and tens, using objects, pictures and mentally

Subtract a two digit number and tens, using objects, pictures and mentally.

Add three one-digit numbers, using objects, pictures and mentally

Subtract three one-digit numbers, using objects, pictures and mentally

Multiplication and division:

Read, write and understand sums using (x), (/) and (=) signs

Show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot.

Solve problems involving multiplication and division using concrete objects, pictorial representations, mental methods, repeated addition and arrays

Can solve problems in context

Recall and use multiplication and division facts for the 2 times tables

Recall and use multiplication and division facts for the 5 times tables

Recall and use multiplication and division facts for the 10 times tables

Recognise odd and even numbers

Fractions and decimals:

Recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) of a length, shapes, sets of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of 6=3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement:

Estimate, measure and record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, weight and mass (g/kg) using rulers, scales, thermometers and measuring vessels.

Compare and order lengths and record the results using >, < and =

Compare and order mass and record the results using > and =.

Compare and order volume/capacity and record the results using >, < and =

Tell and write the time at quarter past and to the hour. Draw the hands on a clock face to show these times

Tell and write the time to five minutes. Draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day

Compare and sequence intervals of time.

Recognise and use symbols for pounds and pence and combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving the addition and subtraction of money including giving change

Geometry:

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Identify 2-D shapes on the surface of 3-D shapes

Compare and sort common 2-D and 3-D shapes and everyday objects

Order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line

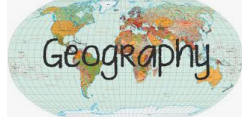
Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns

Statistics:

Interpret and construct tally, picture, bar charts, block diagrams and simple tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ask and answer questions about totalling and comparing categorical data.



Explore and compare the differences between things that are living, dead and things that have never been alive

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

Identify a variety of plants and animals in their habitats, including micro-habitats

Explain the idea of a simple food chain

Notice that animals, including humans, have offspring that grow

Describe the basic needs of animals, including humans, such as exercise, food and hygiene

Compare the uses of a variety of everyday materials

Find out how the shape of solid objects can be changed by squashing, bending, twisting and stretching

Compare how things move on different surfaces

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

Describe similarities and differences between aspects of life in different periods.

Describe changes in living memory, where appropriate they should reveal aspects of change in national life.

Describe the lives of significant individuals in the past who have contributed to national and international achievements.

Describe events from living memory that are significant nationally or globally.

Describe significant historical events, people, places in their own locality.



Know how to build a structure and can find some methods to make it stronger, stiffer or more stable.

Can explore and use a mechanism in my product. Eg lever, slider, wheel, and axis.

Name and locate the world's 7 continents and 5 oceans.

Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.

Identify seasonal and daily weather patterns in the UK.

Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.



Understand that programs execute by following clear and unambiguous instructions (algorithms).

Understand that different apps and programs use different languages to enter and run algorithms.

Give specific examples of uses of information technology beyond school, giving reasons why this technology has been chosen.

Understand how to use age-appropriate technology safely, knowing where to go for help if it is needed.

Understand how to keep personal information private.

Autumn
Spring
Summer

DRAWING- Understand that thoughts, feelings and emotions are expressed through drawing.
SCULPTURE- know that surfaces have a feeling to the touch- texture.
PAINTING/PRINTING- Know that paintings are usually made with brushes but can be made in other ways.
MATERIALS/ TEXTILES/Pattern- Understand that a collage is an arrangement of different materials.
GREAT ARTISTS, ARCHTECTS & DESIGNERS- Know about a range of artists, craft makers and designers describing the differences and similarities and making links with their own work.

SRE

Boys and girls families:
Respect differences and similarities between people
Biological differences between male and female animals
Understand their role in the lifecycle
Biological differences between male and female children
Growing from young to old/growing and changing
Everybody needs to be cared for
Different types of family
Drug and Alcohol /tobacco education:
Why medicines are taken
Where medicines come from
Keeping themselves safe around medicines
Learning about Asthma

Identify the beat of a tune

Recognise changes in timbre, dynamics and pitch.

Use symbols to represent a composition and use them to help a performance.



Physical health and well being: eating well, exercise people who help us stay healthy
Keeping safe: keeping safe at home/fire safety, road safety
Mental health and emotional wellbeing: special people in their lives, making friends, solving problems



Ask simple questions relevant to the area of study

Observe closely using simple equipment

Perform simple tests

Use simple features to identify and compare objects

Use their observations and ideas to suggest answers to questions

Gather and record simple data to help in answering questions

Sequence some events and artefacts/objects to make simple timeline.

Use a wider range of vocabulary and phrases related to passing of time – before, after, long ago, months, years.

Recognise why events happened and what happened as a result.

Identify differences and similarities between ways of life at different times.

Understand some of the ways we find out about the past.

Use a source – why, what, who, how, where to ask questions and find answers.

Discuss the effectiveness of sources.

Make statements about the past that go beyond simple observation.

Use a wider range of sources to find out characteristic features of the past e.g. stories, eyewitnesses.

Use world maps, atlases and globes to identify a range of countries, continents and oceans studied at this key stage.

Use simple compass directions (N, S, E and W) and locational and directional language e.g. left and right to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

To devise a simple map whilst using and constructing basic symbols.



Using human robots, Beebots and apps, to create and run simple programs.

Predict the behaviour of a given algorithm, beginning to identify errors.

More fluently use digital technologies to create, organise, store, manipulate and retrieve digital content.

Use a range of technologies safely, asking for help whenever there is a concern.



Design purposeful, functional, appealing products for themselves and other users, based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.

Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing)

Select from and use a wide range of materials and components, including construction material and, textiles, according to their characteristics.

Explore and evaluate a range of existing products. Evaluate ideas and products against design criteria.

DRAWING- Use sketch book to record images from imagination and to communicate simple ideas.

Investigate mark making lines- pencil, felt tip pens and crayon.

SCULPTURE- Use clay to create a range of textures using different tools to explore surface textures in 3D form.

PAINTING/ PRINTING- Experiment with a range of mark making- line, dashes, dots, dabs- using different sized brushes and plastic palette knives.

Explore effects of textured paint- add sand/ plaster. Use a range of materials and cutting techniques to create one colour mono prints- eg: sponge, cork, potato.

TEXTILES- Pattern- Explore and make a range of different patterns, identify repeated shapes. Investigate using a range of different materials and textiles for layering- to create a variety of textures and effects.

Practice and refine cutting and sticking skills.

EVALUATE- Can describe my art work and my thoughts and feelings about it.

Take part in singing accurately follow the melody.

Follow instructions on how and when to sing or play an instrument.

Make and control long and short sounds using voice and instruments

Create a mixture of different sounds

Imitate rhythms when clapping/percussion

Create rhythmic and musical patterns using a variety of stimuli



Discuss ways to stay healthy and identify healthy foods. Respond to simple questions. Explain own views and listen to the views of others.



Progression of skills: PHYSICAL EDUCATION

Evaluation:

- Can comment on own and others performance
- Can give comments on how to improve performance.
- Use appropriate vocabulary when giving feedback.

Athletics

Can change speed and direction whilst running.

Can jump from a standing position with accuracy.

Performs a variety of throws with control and co-ordination.

preparation for shot put and javelin

Can use equipment safely

Dance

Copies and explores basic movements with clear control.

Varies levels and speed in sequence

Can vary the size of their body shapes

Add change of direction to a sequence

Uses space well and negotiates space clearly.

Can describe a short dance using appropriate vocabulary.

Responds imaginatively to stimuli.

Gym

Explores and creates different pathways and patterns.

Uses equipment in a variety of ways to create a sequence

Link movements together to create a sequence

Games

Confident to send the ball to others in a range of ways.

Beginning to apply and combine a variety of skills (to a game situation)

Develop strong spatial awareness.

Beginning to develop own games with peers.

Understand the importance of rules in games.

Develop simple tactics and use them appropriately.

Beginning to develop an understanding of attacking/ defending







Outdoor Adventurous Activities

Heathy Lifestyles

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Year Two

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Castles + King Henry VIII		Bees Knees		Coast + Oceans	
<p>Coding with code.org. Start children on Course B and work through with whole class input and individual student-led learning.</p> <p>Highlight and discuss key concepts as we arrive at them and ensure students have a good understanding of what key concepts and ideas mean.</p>	<p>Build a 2D Castle in Keynote using blocks, textures and shapes. Learn about how we can adjust, resize and move objects on a computer and how to copy/paste.</p> <p>Photograph a place from around the school and then use this as a background for the castles.</p>	<p>Use LEGO WeDo 2.0 to create a series of basic models, finishing with building the Pollinating Bee model.</p> <p>Photograph this with the iPads at different stages of movement.</p>	<p>Use the iPads to create a rich document full of Bee Facts and illustrations, using hexagons to link facts together.</p> <p>Use the internet safely to research information and use the iPads and Crayons to draw images of Bees and Flowers.</p>	<p>Discuss recycling and what can and can't be recycled. Create a visual document to represent waste being sent to landfill by filling a pyramid shape with non-recyclable objects.</p> <p>Photograph the children standing next to the pile and use Instant Alpha to super-impose these photos onto the document.</p>	<p>Staying Safe Online. Discuss how we use the internet and what risks there might be.</p> <p>With the iPads we can start to create informational posters to remind us how to avoid these dangers and stay safe online.</p>
					

	Activity	Resources	Website Links
	Children to build independent tripod dens. Introduce the 'lean to' den how and why. Begin to choose a den type, use cord to secure tarps. Question about how to improve and try new ideas.	Tarp, ropes, pegs, knot examples, sticks,	https://www.woodlandtrust.org.uk/blog/2019/10/how-to-build-a-den/ https://www.moors-valley.co.uk/wp-content/uploads/downloads/2014/11/Den-Building.pdf
	More sophisticated knots for attaching structures to tress - example cow hitch knot. Introduce lashing and frapping techniques to make frames.	tarp, rope, trees, pictures of knots to follow or video on iPad.	https://www.animatedknots.com/basic-knots
	Continuing the use of previous tools and independent curating of string to correct lengths to use when tying. Use of bow saw to cut discs and drill holes into wood for a purpose - threading rope etc.	Peelers, hammers, mallets, trowels, forks, nuts bolts, screwdrivers, hand drill, bow saw	https://www.forestschoollportfolio.com/unit-2-practical-skills-for-a-forest-school-programme/1-2-demonstrate-how-to-safely-use-a-range-of-hand-tools-and-explain-their-use-to-a-client-group-at-a-forest-school/ https://www.owscotland.org/images/uploads/resources/files/OWL_Tool_Guidance_17_May_17.pdf
	Variety of materials and resources for children to explore. Could be nature hunts, art/crafts using natural materials, bug hunts, leaf printing, identification cards etc	Box of objects, materials, magnifying glasses, paintbrushes, pencils, pens, scissors etc	https://www.pinterest.co.uk/pin/134193263874074140/ https://nurturestore.co.uk/forest-school-play-and-exploration-ideas-for-autumn
	Safety procedures and fire safety. Experience using a flint and steel to spark a flame. Independent toasting of marshmallows and bread. Support with cooking on the fire - see cooking ideas doc below.	Flint and steel, cotton wool to light and cooking ingredients. First aid kit.	https://www.teachingideas.co.uk/sites/default/files/scoutslightafire.pdf https://www.forestschoollportfolio.com/unit-2-practical-skills-for-a-forest-school-programme/2-1-demonstrate-safe-siting-lighting-and-management-of-a-campfire-and-the-surrounding-area-and-explain-how-this-can-be-taught-to-a-client-group/

