

Kernow Cluster Topic Overview Sheet

Objectives - NC



**Links to Gospel Values:**

**Courage that monarchs display, kindness and compassion to others**

**PSHE objectives:**

Mental health linked to Covid-19

Ten Ten RSE resources

**Geography objectives:**

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

**History objectives:**

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

**Computing objectives:**

Recognise common uses of information technology beyond school.

**Design Technology objectives:**

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

**Languages objectives:**

N/A

**Key vocabulary:**

Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models

**Digital literacy:**

Internet search engines and online books for research

Use of iPad/cameras for digit images

**PE objectives:**

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

**RE objectives:**

**Levels of attainment in Religious Education 5-7**

**Knowledge and Understanding learning about:**

- Recognise some religious stories
- Retell , in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

**Engagement and response learning from:**

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others’ feelings

**Music objectives:**

N/A

**Art objectives:**

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

**Who were the magnificent monarchs?**

**Maths objectives:**

**Addition and Subtraction**

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

Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

**Money**

Recognise and use symbols of pounds (£) and pence (p); 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 addition and subtraction of money of the same unit, including giving change.

**Multiplication and division**

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one

**Whole class texts:**

**Queen Victoria’s Bathing Machine**

**The Queens Knickers**

**English objectives:**

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Pupils should be taught to:

- writing about real events
- writing poetry
- writing for different purposes
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- make simple additions, revisions and corrections to their own writing by:
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

**Science objectives:**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Year group: 2	Term: Autumn 2	Topic: Magnificent Monarchs
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Links to previous topics:

Year 1 – Famous People (Spring 1)

PSHE:

Mental health linked to Covid-19

Ten Ten RSE resources

British values:

Democracy

Computing skills:

Recognise common uses of information technology beyond school.

History skills:

Compare aspects of the present with the past and describe simple similarities and differences.

Give reasons for and describe changes that have taken place within living memory. (linked to national life)

Talk about events, places and people beyond living memory.(National or Global)

Use historical terms to describe the passage of time, **e.g. modern, recent, long ago, older etc.**

Place objects, people and events beyond own experiences in time order.

Talk about similarities and differences between my life and that of others.

Describe similarities and differences between the lives of people.

Talk about important people beyond living memory using a range of historical vocabulary.

(National and International achievements)

Geography skills:

Create a simple map of a familiar location using symbols and a simple key to represent landmarks.

Name and describe physical and human features in the local environment.

Art skills:

Talk about a range of mark-making media, **e.g. pencils, chalk, charcoal etc.**

Talk about a range of painting materials, **e.g. ready mix, powder, poster, water colours**

Use a wide range of tools to make marks, **e.g. brushes, rollers, palette knife.**

Use different kinds of paint to make marks, shapes and patterns.

Talk about what happens when colours are mixed together.

Links to future topics:

What are you famous for? (Spring 1)

Maths skills:

Addition and subtraction

- Use addition and subtraction facts to 20 fluently
- Add and subtract numbers using concrete objects, pictorial representations and mentally
- Explain addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.
- Explain why an answer is correct.

Money

- Combine values to make a given amount. **e.g. 59p**
- Find different combinations of coins that equal the same amount of money.
- Find totals, pay with coins and give change.
- Begin to use £ and p notation. **£1+50p=\_**

Multiplication and division

- Calculate statements for multiplication and division within multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.
- Recall and use the multiplication and division facts for 2x, 5x, 10x up to 100 **e.g. 100÷5 = 20, 20x5 = 100** including recognising odd and even numbers
- Show that the multiplication of 2 numbers can be done in any order (**commutative**) and division of one number by another cannot.
- Use repeated addition and arrays to represent and solve multiplication problems.
- Use repeated subtraction on a number line to record and solve division problems.
- Use **Arrays** to model and solve division problems.
- Use a number line to represent and solve multiplication problems.

PE skills: (Athletics Y3)

Run at fast, medium and slow speeds, changing speed and direction.

Link running and jumping activities with fluency, control and consistency.

Make up and repeat a short sequence of linked jumps.

Take part in an athletic event, e.g. a relay activity.

Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.

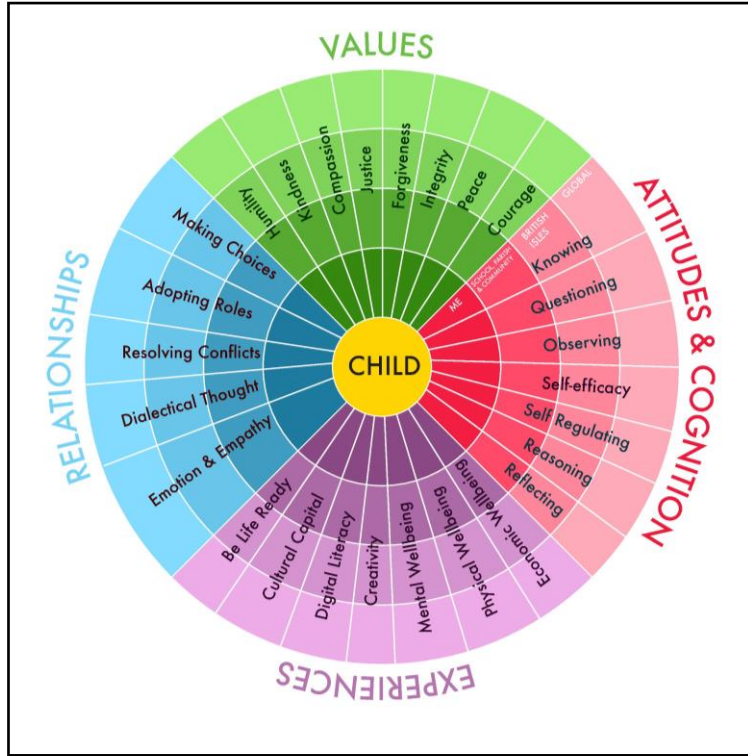
Music skills:

N/A

Languages skills: N/A

Kernow Cluster Topic Overview Sheet

Skills – progression sheets



Science skills:

Ask simple questions and recognise that they can be answered in different ways.

Talk about and record what is seen and observe

Take accurate measurements using simple equipment, **e.g. cm and scales with one interval**

Record and communicate findings in a range of ways using simple scientific language.

Find out how the shapes of solid objects made from some materials can be changed, **e.g.bending, twisiting and stretching. melting, freezing and forces etc**

RE skills:

I can use religious words and phrases to identify some features of religion.

I can talk about why religion is important for some people.

I can retell religious stories in increasing detail.

I can suggest meanings for religious actions and symbol

I can talk about the main similarities in religions.

I can identify how religion is expressed in different ways.

I can respond sensitively to questions about my own and other’s experiences and feelings.

I recognise that some questions cause people to wonder and are difficult to answer.

I can talk about matters of right and wrong,

I can recognise and talk about my own values and those of others.



Opportunities for home learning / cultural capital:

Children set the task of designing and making a crown worthy of a monarch. Use on classroom display

Find out about a king or queen from the past, draw them and write some facts about them.

Set homework:

Weekly spellings

IXL – Maths and English skills

Oak National Academy or BBC Bite size for those self-isolating

English skills:

Diaries /letters

- Consider what they are going to write before beginning
- Plan or say out loud what they are going to write about.
- Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
- Write in the past tense.
- Use the words I, my, we and our appropriately.
- Write as if I am there.
- Write chronologically.
- Use time connectives.

Kennings poems

- Make simple additions, revisions and corrections to their own writing.
- Evaluate their writing with the teacher and other pupils.
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Write about real events.
- Write poetry.

Comic strips

- Consider what they are going to write before beginning
- Plan or say out loud what they are going to write about.
- Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Learn how to use sentences with different forms: statement, question, exclamation, command.

Design Technology skills:

Explore and talk about the characteristics of an increasing range of materials.

Select and use simple tools to cut and join a range of materials.

Select from a range a finish to improve the appearance of a product.

Follow procedures for safety and hvaiene.