

## English

- Biography – Walt Disney or Hans Christen Anderson
- Model and create story map for own fairy tale mixing up the aspects from well-known tales
- Orally retell a fairy tale and change characters perspective
- Jack and the beanstalk – character study, write the Jack and the Beanstalk story from a different perspective. For example, pretend you are the giant, and you're lonely up in the clouds: you don't want to eat Jack, you want to befriend him!
- Create comic strips to demonstrate speech and action in chosen fairy tale
- Robin Hood – reading comprehension
- Elves and the Shoe maker – Describe magic shoes, write a thank you letter from the elves
- Cinderella – Explore narrative
- Police Interview characters from fairy tales – Big bad wolf, giant or Jack
- Design a wanted poster to capture an escaped fairy tale villain
- Role play and hot seat key characters
- Describe settings suitable for a fairy-tale exploring the forest school
- Three little pigs news report – modern twist on a traditional tale – Literacy Shed
- Investigate a fictional 'crime' linked to traditional tales in classroom, make notes about any evidence deducing and inferring knowledge from a book.
- Letter – Write a letter to the imprisoned villain discussing their actions etc.

## Year 2 Curriculum Links Spring 2

# Once upon a time...



### Enrichment:

Theatre Group

### Immersion:

Role Play re-enacting crime scene from a fairy tale linked to reading comprehension.

## Mathematics

- More or less signs – Length of Jack's beanstalk
- Compare and order lengths - Measure feet size of children in the class – linked to Elves and the shoemaker
- Data Handling – carry out investigation of classes favourite fairy tale and display results in a pictograph
- Shape, space and measure – fairy tale houses – identify 2d shapes that they are constructed of and their properties including lines of symmetry.
- Construct own fairy-tale houses from 2d and 3d shapes
- Problem solving – Sharing money linked to Robin Hood stealing from the rich to give to the poor
- Maths Fairy tale story problems – linked to English subtracting and adding values
- Math Concepts: Patterns, Addition, Multiplication (or repeated addition) linked to fairy tales
- Shape & space – position and direction - Take children on an imaginary journey through a fairy door in the classroom and arrive in their new land. Discuss how can get to forest create a map linked to coordinates, how can get to castle etc. model with plastic animals – your horse etc.

## Geography

- Explore different human features towns, villages, cities rural and urban linked to features in common story books.
- Use Disney film locations to identify story settings across the world using an atlas. Link to different countries human / physical features – Pocahontas – Virginia America, Lion King – Plains of Africa etc.

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Art & Design

- To design their own illustrations for their fairy tale story
- To design and create own Easter cards
- Explore famous fairy-tale art and recreate

## PE

- Listen and watch Peter & the Wolf use movements to replicate the mood of the song.
  - Perform dances for each character (ask- How might each character move)
  - Create a routine, choosing a character and using the music from the film.
- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## SMSC

- Social – Robin Hood stealing from the rich to feed the poor?
- Moral – Fairy tale link – was Jack right to take the giants things?
- Spiritual – Easter celebrations
- Cultural – Easter celebrations in the UK and School

## RE

- Theme: Easter – resurrection  
Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?  
Religion: Christianity

## Science

- Plant and grow runner beans to link with Jack and the beanstalk narrative - What kind of beans do you think grew so tall? Look at as many different types of beans as you can find (French, broad, runner, lima, kidney, etc.) Draw pictures of them. Which bean is most likely to be magic?
- Plant own seeds, and watch them grow. Do they grow overnight? Measure your plants every day and plot a graph showing how fast it grows. Draw a picture of your plant, and label it.
- To observe closely using simple equipment by recording observations of a variety of plants in the local environment.
- To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs. Suggest how to care for them.
- To perform simple tests by setting up a comparative test to understand what plants need to germinate and grow.
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions.
- To gather and record data to help in answering questions by measuring the results of a comparative test.
- To observe and describe how seeds and bulbs grow into mature plants by comparing the growth of seeds and bulbs. – sunflowers, narcissus bulbs

### Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

### Use of everyday materials

- 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.
- Use prior knowledge to decide which material is most suited to build a shelter for the three little pigs. Explain and express why.

## Music

- Compose own music for their own fairy tale story trailer – such as their own version of the three little pigs.
  - Explore and listen to composer Prokofiev – Peter and the Wolf.
  - Learn and recite Easter celebration assembly songs
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## DT

- Design and make shoes and clothes for the elves and pitch the most suitable design.

## Forest School

- Design and make a shelter suitable for the three little pigs that the big bad wolf can't blow down.

## History

- Explore how Castleford/ Ferry Fryston has changed and how it was in the past? Look at archives and aerial photographs to discuss key changes.
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## Computing

- Using iPads create a trailer for their own fairy tale story – including visual and auditory elements.
  - Use Internet researching tools to locate locations of famous fairy tales – linked to geography
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully. keeping personal