



	<b><u>Year 2 - Summer 1</u></b>
<b>Theme/Topic</b>	<b><u>The Queen’s Jubilee</u></b>
<b>English</b>	Reporting about events for the Queen’s Jubilee (Newspaper reporting) Persuasive text (Queen comparison) Information about The Queen/reporting about the Queen’s reign Queen Elizabeth fact book
<b>English Key texts</b>	Queen Elizabeth II by Brenda and Brian Williams Pick Your Queen by Rob Alcraft  Additional text: Does the Queen Wear Her Crown in Bed? – Buckingham Palace
<b>Phonics</b>	No Nonsense Spelling (Summer 1)
<b>Maths</b>	- Measurement - Statistics
<b>Science</b>	<b>Plant a tree to commemorate The Queen’s Jubilee</b> <u>Plants:</u> - Creating a garden (look at the Queen’s gardens at Balmoral) Use an area in the school grounds to create a ‘garden’  <u>Materials:</u> - Building Palaces/Building Balmoral (Link to DT)  <b>NC ref: Plants</b> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees  <b>NC ref: Everyday Materials</b> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties
<b>Art</b>	<u>Printing</u> - Andy Warhol print of the Queen as stimulus for printing of portraits of royalty  <b>NC ref:</b> - to use...painting...to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern...and form... - taught about the work of a range of artists...describing the differences and similarities between different practices and disciplines and making links to their own work



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<b>DT</b>	<p><b>Whole school Jubilee Lunch 26<sup>th</sup>/27<sup>th</sup> May 2022</b></p> <p><u>Food:</u> Cakes – what makes the perfect cake? Evaluate cakes, then design and make a cake (either individual one to celebrate the Jubilee (in a small group) or cupcake). (Make links to afternoon tea) Additional task – make a cake box to hold the cake, appropriately decorated for the Jubilee</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- design purposeful, and functional products for themselves and other users based on design criteria</li> <li>- generate, develop...and communicate their ideas through talking, drawing...</li> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- select from and use a wide range of materials and components, including ingredients...according to their characteristics</li> <li>- explore and evaluate a range of existing products</li> <li>- evaluate their ideas and products against design criteria</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>- National Anthem</li> <li>- Anthems from the UK; Flower of Scotland (<a href="https://www.youtube.com/watch?v=W8tNgAlh-TI">https://www.youtube.com/watch?v=W8tNgAlh-TI</a>), <i>Hen Wlad Fy Nhadau (The Land of my Fathers)</i>, Ireland’s call (link different parts of the UK using anthems for sporting fixtures where they play against each other to previous topic ‘On Tour!’)</li> <li>- What is an anthem? What is its’ role? When is an anthem used? How does it make people feel?</li> <li>- 1950’s music (EG Rosemary Clooney, Elvis Presley, Chuck Berry, Danny and the Juniors, Jackie Wilson, Little Richard, Harry Belafonte (1961) – ‘Jump in the line’ ‘Banana boat song’)</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- play tuned and untuned instruments musically</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- use their voices expressively and creatively by singing songs...</li> </ul>
<b>History</b>	<p><u>Kings and Queens</u></p> <ul style="list-style-type: none"> <li>- Look at Queen Elizabeth II and her father King George VI. Explain succession. Compare Queen Victoria and Queen Elizabeth II</li> <li>- What is the role of a Queen/King?</li> <li>- Do all countries have a Queen or King?</li> <li>- Why is the Queen, Queen Elizabeth II?</li> <li>- Why were castles built? (Link to Balmoral and Windsor (Year 1 focusing on Windsor))</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally...</li> <li>- 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...</li> </ul>



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<b>Geography</b>	<p>Balmoral Castle, Scotland. Village of Crathie</p> <ul style="list-style-type: none"> <li>- Where is Balmoral Castle?</li> <li>- Features of the village of Crathie, compare to Church Crookham</li> <li>- Landmarks near Balmoral Castle in Crathie</li> <li>- Tourism near Balmoral</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK...</li> <li>- use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: forest, hill, mountain, river, season, weather</li> <li>• key human features, including: city, town, village, farm, house</li> </ul> </li> <li>- use world maps, atlases and globes to identify the UK and its countries...</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features...</li> <li>- use simple compass directions (N,S,E,W) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map</li> </ul>
<b>Computing</b>	Twinkl: Computer Art and online safety
<b>PHSE/RHE</b>	<ul style="list-style-type: none"> <li>- People are all different but the same - Multicultural Britain and the Commonwealth</li> <li>- Health and wellbeing: Physical health and Mental wellbeing, Growing and changing</li> </ul>
<b>PE</b>	<p>1950’s Dance</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- perform dances using simple movement patterns</li> <li>- master basic movements...as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
<b>PE</b>	<p>Running and jumping</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping...as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
<b>RE</b>	Authority (The Bible)
<b>Visits/Visitors</b>	1950’s Dance group/1950’s Band
<b>Safeguarding</b>	<p>Walk to School week</p> <p>Green Cross Code</p> <p>Streets Ahead training</p> <p>Visit from a lollipop person</p>