 Year 2 autumn map

Twisted Fairy Tales

To begin the topic the children should recap their fairy tale knowledge from the past and explore some new texts, which twist the fairy tales they are already familiar with.

Science

The children should go on exploratory walks recapping their knowledge from year one about plants then applying the knowledge from there by designing gardens for different fairy tale characters with specific needs in mind.

The children should recap their animal knowledge of animals from the UK and fairy tales. They should group the animals according to characteristics and exploring what a habitat is on a large scale before using our understanding of habitats and looking for micro habitats around us. *Texts include: RHS The Magic and Mystery of Trees (Jen Green), Our Planet: The official children’s companion to the Netflix documentary series with special foreword by David Attenborough (Matt Whyman)*

Conduct experiments or fieldwork of tracking the weather/rain/seasons (see full summary in Geography)

Linked with a shadow art piece the children should explore their knowledge of electricity before looking at simple electrical circuits to create a mini torch to light up their shadow art from behind. *Text: How Things Work: Electricity (Science in Action) (Anna Clayborne)*

Geography

The children should expand on their previous seasons knowledge and weather tests in year 1 – Looking at how the seasons affect both the weather around us and the length of the days. *Texts include: Project Weather (Philip Steele), Lift the flap Questions and Answers about Weather (Katie Daynes), A Year in Nature (Hazel Maskell), The Weather Girls (AKI Delphine Mach)*

The children should discuss and explore the human and physical geographical features they came across in fairy tales in the previous year and then use their opportunities twisting fairy tales to twist settings for fairy tales – thinking of different places and settings and how stories would have to be adapted as a result. *Texts to help explore include- Little Red (Bethan Woollvin), Little Red Gliding Hood (Tara Lazar), Interstellar Cinderella (Deborah Underwood), it’s not Hansel and Gretel (Josh Funk and Edwardian Taylor), Falling for Rapunzel (Leah Wilcox)*

Computing

The children should retell all or part of a twisted tale using Scratch with a character moving around a fairy tale land. *Recommended text: The Three Ninja Pigs (Corey Rosen Schwartz)* where the wolf moves between houses that have been drawn by the children with added ninja sounds.

The children should also participate in the creation of the class webpage together with the teacher – showing awareness of risks to what they share.

The children should create a database for royalty linked to their history where they look at the most popular monarch names.

Art and Design

The children should create digital fairy tale inspired images using shapes in paint – they should then recreate this image-using cut out shapes on a framed piece of laminate or acetate. (To be used for a Science experiment later creating light and torches to create shadow art) *Recommended texts include - Text: The Stinky Cheese Man and other Fairly Stupid Tales (Jon Sciezska), Little Red (Bethan Woollvin), Little Red Gliding Hood (Tara Lazar), Interstellar Cinderella (Deborah Underwood), It’s not Hansel and Gretel (Josh Funk and Edwardian Taylor)*

The children should crate sculptures based off *the text: Falling for Rapunzel (Leah Wilcox)*

Design and Technology

The children should create a variety of different home styles and scenes linked to their twisted tales geography work *Text: The Stinky Cheese Man and other Fairly Stupid Tales (Jon Sciezska), Little Red (Bethan Woollvin), Little Red Gliding Hood (Tara Lazar), Interstellar Cinderella (Deborah Underwood), It’s not Hansel and Gretel (Josh Funk and Edwardian Taylor)*

History

The children should *read and explore The Paper Bag Princess (Robert Munsch*) and use this as a basis for discussing the issue of royalty. Looking at what a King/Queen/Prince/Princess actually is. They should then use this as a basis for a short study in to William the Conqueror and why he is so important historically. *Text: Ladybird Histories: Kings and Queens*

Outdoor learning opportunities: Science walks for biology and physics/ Fairy tale walks – can we find any geographical features around Sleaford?