

## The Queen's Knickers! YEAR 2

<p><b>ART:</b> Sketch and use pastels to create famous monarchs.</p> <p>Design a shield/coat of arms</p> <p>Design and decorate a throne which holds designs for values of the kind of monarch they would like to be</p>	<p><b>KEY QUESTIONS:</b> <b>What is a monarch? What is their role?</b> <b>Who are significant British monarchs?</b> <b>How does the monarchy continue through the royal family? What is a family tree?</b> <b>Who is Queen Elizabeth 11?</b> <b>What do we know about the royal family?</b> <b>What do we know about Buckingham Palace?</b></p>	<p><b>HISTORY:</b> Create a timeline of British monarchs. Create a family tree of our own family and then the royal family. Find out about significant British monarchs. Find out what it is like for like for children growing up in the royal family. Can we interview somebody who has been to Buckingham palace? Research about Queen Elizabeth 11. Compare Queen Elizabeth 1 to Queen Elizabeth 11. Use historical symbols that appeared on thrones to design their own.</p>	<p><b>History Targets - A Year 2 Historian</b></p> <ul style="list-style-type: none"> <li>I can use words and phrases like: before, after, past, present, then and now.</li> <li>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</li> <li>I can give examples of things that were different when my grandparents were children.</li> <li>I can find out things about the past by talking to an older person.</li> <li>I can answer questions using books and the internet.</li> <li>I can research the life of a famous person from the past using different sources of evidence.</li> </ul> <p><b>Geography Targets - A Year 2 Geographer</b></p> <ul style="list-style-type: none"> <li>I can say what I like and do not like about the place I live in.</li> <li>I can say what I like and do not like about a different place.</li> <li>I can describe a place outside Europe using geographical words.</li> <li>I can describe some of the features of an island.</li> <li>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>I can explain how jobs may be different in other locations.</li> <li>I can explain how an area has been spoilt or improved and give my reasons.</li> <li>I can explain the facilities that a village, town and city may need and give reasons.</li> <li>I can name the continents of the world and locate them on a map.</li> <li>I can name the world oceans and locate them on a map.</li> <li>I can name the capital cities of England, Wales, Scotland and Ireland.</li> <li>I can find where I live on a map of the United Kingdom.</li> </ul> <p><b>ESSENTIAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Recognise and explain who the royal family are</li> <li>Identify differences between Queen Elizabeth 1 &amp; 11</li> <li>Identify significant British monarchs from the past</li> <li>Compare pictures of famous monarchs</li> <li>Discuss reliability of pictures/ accounts/stories. (Perception and judgement)</li> <li>Use a source – observe or handle sources to answer questions</li> <li>Ask perceptive questions to form a line of enquiry.</li> <li>Can orally retell traditional stories involving Queens like the Princess</li> </ul>
<p><b>DESIGN TECHNOLOGY:</b> Design and make a model of a castle with a working drawbridge.</p> <p>Continue to create sculptures of plants (linked to Science)</p> <p>STEM activity-design a table for all 7 dwarfs</p> <p>Make pizza for a royal dinner linked to English instructions</p>	<p><b>GEOGRAPHY:</b> Where is Buckingham Palace? Do other countries have kings &amp; Queens?</p>	<p><b>ENGLISH:</b></p> <p>Traditional stories The Princess and the pea-Character description on Princess and the pea characters. Write poems about thunderstorms linked to the weather. Think about writing an interview for a prince wanting a new princess or wanted posters as the prince wants a new wife. Letters to the prince persuading him why they are the best princess.</p> <p>Snow White and the seven dwarfs-snow white is described using similes. Character descriptions using similes to describe the queen. Persuasive letter from the dwarfs asking the Queen not to kill Snow White.</p> <p>The Royal Dinner by Brenda Parkes. Write instructions on how to make pizza.</p>	
<p><b>ADDITIONAL LINKS</b></p> <p><b>Global Learning:</b></p> <p><b>Citizenship:</b> friendships and relationships/what do kings and queens actually do? Values-what kind of monarch would you like to be?</p>	<p><b>Maths:</b> Timeline of British kings and Queens Build a palace using 3D shapes-name properties Use a carroll diagram to sort famous kings &amp; queens Using classification keys to sort kings/queens Bar graph looking at the age kings/queens came to power and their length of reign</p>	<p><b>Science:</b> Continue with plants and animals unit from last half term.</p>	

<p><b>ICT/Computing:</b> STEM code cracking using logic to create a table for 7 dwarfs Design a stamp or a royal invitation</p> <p><b>Homework/Independent Learning:</b></p> <ol style="list-style-type: none"><li>1. English- research a famous monarch. What have you learnt about them?</li><li>2. Maths-</li><li>3. Science- materials needed</li><li>4. DT- design and make a crown</li><li>5. Art-sketch a portrait of Queen Victoria</li><li>6. History-If you could meet a famous king/Queen from history what questions would you ask them?</li></ol> <p><b>Music:</b> taught stand alone</p> <p><b>PE:</b> taught by sports apprentice</p>	<p>Classification keys to sort kings &amp; queens</p>	<p><b>VISITS:</b></p> <ul style="list-style-type: none"><li>-visit to Stafford castle</li><li>-parent DT morning making castles with a working drawbridge</li></ul>	<p><b>and the pea and Snow White and the seven dwarves</b></p>
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