

**Year 2 SPRING 2 2021**

**The Tol 4 is 'SYSTEMS AND STRUCTURES' and our CENTRAL INVESTIGATION is:**  
The past helps us make sense of today.

**We will investigate:**

1. To investigate systems in place in History, including the feudal system. **(form)**
2. We will investigate castle life, Knights, Battles and Heraldry. We will discover where castles are in the UK and Ireland. **(change)?**
3. We will discover who lived in them and will find out what finally happened to the feudal system **(cause)?**
4. Rich/poor points of view and how they see their lives in relation to one another **(points of view)?**
5. Lord of the Manor, Soldiers, castle roles etc...**(responsibility)?**

<b>The <i>AtL</i>'s we will show during this investigation are:</b>	<b>We will develop the following <i>SKILLS</i>:</b>	<b>The <i>ACTION</i> we might take is:</b>	<b>We will develop the following <i>PUPIL PROFILE</i> characteristic:</b>
Cooperation, Creativity, Curiosity, Enthusiasm, Respect, Tolerance	<p style="text-align: center;"><b>Research</b></p> <p style="text-align: center;">Formulating questions, Observing, Planning, collecting data, recording data, Organising data, interpreting data, presenting findings,</p> <p style="text-align: center;"><b>Self-Management</b></p>	Gender equality, Reduced inequalities, Peace, justice and strong institutions,	<p style="text-align: center;">Courtesy</p> <p style="text-align: center;">Collaboration</p>

	<p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p> <p><b>Critical Thinking</b></p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>		
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As <b>Mathematicians</b> part of our Tol will....	As we are learning about <b>Literature, Reading, Writing and Spelling</b> in our Tol we will...	As <b>Scientists</b> part of our Tol will investigate....	As <b>Historians and Geographers</b> part of our Tol will...
<p>Recall and use multiplication facts, times tables</p> <p>Calculate mathematical statements for multiplication and division within the tables and write them using <math>\div</math> and <math>=</math> signs.</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg,g) to the nearest appropriate unit using scales.</p> <p>Show that addition of 2 numbers can be added in any order and subtraction of one number from another cannot.</p>	<p><b>Myths and legends:</b> Medieval stories of dragons and knights, chivalry. Fantasy/Dragon stories - George and the Dragon, Beowulf Character profiles using adjectives/similes</p> <p>Diaries, events in chronological order, past tense, subordinate clauses.</p> <p><b>Recounts:</b> Newspaper articles, reports on...</p>	<p>The work in this unit extends the boy's understanding of how <b>Forces</b> affect the movement and shape of objects. Trebuchets, quintain, cannon, catapults in medieval times.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> <li>• thinking about what is expected to happen</li> <li>• making measurements</li> <li>• recording and presenting results and deciding whether the results support the prediction</li> </ul>	<p>To investigate systems in place in History, including the feudal system. We will investigate castle life, Knights, Battles and Heraldry. We will discover where these castles are in the UK and Ireland. We will discover who lived in them and will find out what finally happened to the feudal system. We will study justice in the present and make</p>

<p>Recognise and use the inverse relationship between addn and subn and use this to check problems.  Find different combinations of coins that equal the same amount of money.  Solve simple problems in a practical context.  Interpret and construct simple tally charts and tables  Use and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p><b>Humorous verse:</b> Limericks, Edward Lear</p>	<ul style="list-style-type: none"> <li>deciding whether comparisons are fair.</li> </ul> <p>The boys also have opportunities to relate Science to the ways in which familiar objects move and describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape; recognise that pushes and pulls are forces; plan a comparison and decide whether it was fair; make measurements of length using standard units and present these in a chart</p>	<p>comparisons with the past. We will learn how democracy works in Britain today</p>
<p>As we are developing <b>Artists and Designers</b> our Tol will explore....</p>	<p>To become <b>Computer Scientists</b> our Tol will help us investigate how...</p>	<p>As <b>Performers</b> our Tol will help us investigate....</p>	<p>To demonstrate how we impact our environment in <b>PE</b> and <b>swimming</b> we will learn</p>
<p>As we are developing <b>Artists and Designers</b> our Tol will explore....  Creating shields, personal coat of arms, motte and Bailey castles, catapults,   The art of Manuscripts, coil pots</p>	<p>Information is shared online. We will look at different ways of sharing information as a class and think about our digital footprint. We will consider how we could use the internet to raise awareness of an issue and create a design for a website using publisher.</p>	<p>Act out stories based upon Dragons/slaying etc   Look at instruments used in medieval times   Continue to build upon our repertoire of songs and drama games.   Creating our own play based upon soldiers.</p>	<p>Fundamental movement skills, become increasingly competent and confident. Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities.   What different scoring systems can we use in different sports?  What scoring systems to the boys already know? Why do we have them in place?  What happened when we take all the scoring systems out of games.</p>

<p>We will take <b>Action</b> from our ToI by:</p> <ol style="list-style-type: none"> <li>1. Making a choice</li> <li>2. Acting on our choice</li> <li>3. Reflecting on our choice</li> <li>4. Presenting our choice to an audience</li> </ol> <p><b>Our actions will</b> impact, in some way, on the Eco-Schools 17 SDG's</p>	<p>In <b>PSHEE</b> we investigate and discover...</p>		
	<p>Dreams and Goals</p>		