

### Knowledge Outcomes

The Tudors were a royal family who ruled England in the 16<sup>th</sup> Century  
Henry VIII had six wives: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr  
Henry VIII created the Church of England  
The majority of people living in Tudor times lived in small villages and farmed to earn money.

**Challenge: The Tudor Rose represents peace between the House of Lancaster and the House of York.**

### Strength Lies in Difference

Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype  
Understand that there has been a black presence in Britain for hundreds of years  
Understand who the Moors were and the influence they had on European society  
Understand the impact of people travelling to different places/countries (migration) has had on societies/communities and the way this has influenced the existing culture.  
Understand how being a minority in the country may have impacted John Blanke  
Reflect on how differences make us special and unique  
Understand the impact that John Blanke's presence may have had on the Royal Court.

### Expressive Art and Design

**Art and Design: Materials – pattern, texture, form**  
Use a variety of natural, recycled and manufactured materials for sculpting – paper / card for origami, straws  
Use a variety of techniques, e.g. rolling, cutting, pinching.  
Use a variety of shapes, including lines and texture.

### Music: Singing

Sing a variety of songs and pitch-match with increasing accuracy and control.  
Sing songs which use within a widening range of pitches (do-so).  
Use internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2-part work (rounds and canons).  
Sing with awareness of good posture, breath control and clear diction.  
Sing confidently to communicate meaning with increasing control over dynamic range and timbre.

### Personal, Social and Emotional Development PSCHE: What jobs do people do?

Know how jobs help people earn money to pay for things they need and want  
Learn about a range of different jobs, including those done by people they know or people who work in their community  
Understand how people have different strengths and interests that enable them to do different jobs  
Learn how people use the internet and digital devices in their jobs and everyday life  
Become familiar with these key terms and understand their meaning: *Identity, Gender, Values, Stereotype, Opportunity*  
Explore gender stereotypes related to jobs / professions  
Understand that both men and women are capable of doing the same job  
Know that both men and women are able to apply for any job, as part of Equal Opportunities laws.

### R.E.: Does praying at regular intervals help a Muslim in his/her everyday life?

Describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.  
Consider different ways Muslims might be helped in their everyday lives by praying 5 times a day

## SPRING TERM 1 Objectives Off with her head! Year 2

### Mathematics

Please refer to the spring term Success and Challenge cards for termly objectives

### Physical Development

#### Gymnastics

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  
Perform dances using simple movement patterns

#### Football

Learn to keep the ball close and under control  
Learn to pass the ball effectively  
Learn to shoot the ball effectively  
Use knowledge of the techniques to suggest how peers can improve

### Understanding of the World

#### HISTORY: Significant lives

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII  
Develop an awareness of the past, using common words and phrases relating to the passing of time.  
Know where the people and events they study fit within a chronological framework  
Identify similarities and differences between ways of life in different periods.  
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  
To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

#### SCIENCE: Everyday materials (2)

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  
Work scientifically, including:  
asking simple questions and recognising that they can be answered in different ways  
observing closely, using simple equipment  
performing simple tests  
identifying and classifying  
using their observations and ideas to suggest answers to questions  
gathering and recording data to help in answering questions.

#### Computing: iPub

To understand the world wide web and how it has developed throughout time  
To consider how technology changes with time  
To share knowledge through multi-media presentations  
To plan/produce a presentation of research findings  
To create an interactive eBook

### English

Please refer to the spring term Success and Challenge cards for termly objectives