

Year 2 Spring Two Term Overview 2022

Topic: London Now and in 1666 during the Great Fire

Key Text: Samuel Pepys Great Fire of London / The Queen's Hat by Steve Antony

Additional Text: Katie in London by James Mayhew

Key Curriculum Drivers: History / Geography of London now and in the past

Workshops: Great Fire of London workshop (Visitors in School)

Significant People: Samuel Pepys, Royal family, Christopher Wren

Key Dates

<u>Monday 20th February</u> Inset Day <u>Thursday 23rd February</u> GFoL Workshop	<u>Tuesday 28th February</u> Year Two Parent drop ins 2:30pm	<u>Tuesday 7th March</u> Parent Consultations <u>Wednesday 8th March</u> Parent Consultations		Computing week	
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Homework

Sent Out: 23rd February Due: 16th			Sent Out: 16th March Due: 30th March		
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Subject	Week 1 20th February - 24th February (4 Days)	Week 2 27th February - 3rd March	Week 3 6th March - 10th March	Week 4 13th March - 17th March	Week 5 20th March - 24th March	Week 6 27th March - 31st March
English/ Speaking and Listening/ Drama/ Writing	<u>Great Fire of London</u> To find out about the past using a range of artefacts, pictures and stories. To write about real events, simply and clearly To use the present and past tenses <u>mostly</u>	<u>Great Fire of London</u> To write about real events, simply and clearly To use the present and past tenses <u>mostly</u> correctly and consistently	<u>Great Fire of London</u> To write about real events, simply and clearly To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary	<u>London Now</u> To use my phonic and word knowledge to read sentences accurately To show an understanding of what I have read by matching facts to landmarks	<u>London Now</u> To write capital and lowercase letters of the correct size and orientation To use question marks when needed To use some subordination	<u>London Now</u> To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary To use my phonic knowledge effectively to spell

	<p>correctly and consistently</p> <p>To use my phonic knowledge effectively to spell</p> <p>To use the punctuation taught mostly correctly</p>	<p>To use co-ordination (or/and/but) to join clauses</p> <p>To segment and blend spoken words and spell many correctly</p> <p>To use question marks when needed</p>	<p>To use spacing between words which reflects the size of the letters</p> <p>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>To use the present and past tenses <u>mostly</u> correctly and consistently</p> <p>To write capital and lowercase letters of the correct size and orientation</p>	<p>To use some subordination (when/if/that/because) to join clauses</p> <p>To use capital letters and full stops in <u>most</u> of my sentences</p> <p>I can read back my sentence to check if it makes sense</p>	<p>(when/if/that/because) to join clauses</p> <p>To spell <u>many</u> common exception words.</p> <p>To read back my sentences to check if it makes sense</p> <p>To use adjectives to describe my crown</p> <p>To use my phonic knowledge effectively to spell</p> <p>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</p> <p>To sequence a story</p>	<p>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>To use capital letters and full stops in <u>most</u> of my sentences</p> <p>To use the punctuation taught mostly correctly</p> <p>I can read back my sentences to check if it makes sense</p> <p>To make simple additions, revisions and proof-reading corrections to their own writing</p>
English / Phonics	Pre Assessments / Fluency Checks	Phase 2, 3 and 4 (Week 1) Phase 5	Phase 2, 3 and 4 (Week 2) Phase 5	Phase 2, 3 and 4 (Week 3) Phase 5	Phase 2, 3 and 4 (Week 4) Phase 5	Phase 2, 3 and 4 (Assess) Phase 5
English/ Spelling, Punctuation, Grammar	Verbs	Singular and Plural	Adverbs with -ly	Commas in Lists	Changing Adjectives into Adverbs	Assess and Review / Recapping
English / Handwriting	Practising joining to the top: ai	Practising joining from the letter e: ee	Practising joining from the letter i: it	Practising the horizontal join: oa	Practising the size and height of letters: oo	Practising joining from the letter o: oi
Geography / History	Lesson1: To use and create a map of the local area that includes a key/symbols	Lesson2: To explore a map of London, locating key features and landmarks	Lesson 3: To use sources to explore/extract info about a place	<p>Lesson 4: To use sources to find out about the past</p> <p>To compare aspects of life from different periods</p>	Computing Week	Lesson 5: To identify and use a range of artefacts, pictures, stories, online resources, to find out about the past.

		To create a simple map of London that includes a key	To express own views about place/people/environment To add physical and human features to a map	To label a timeline, to include the Great Fire of London		To label a timeline, to include significant people Lesson 6: To be able to ask/answer historical questions, to show that they know and understand key features of events. To evaluate source materials
Science Materials	<p>Lesson 1: To identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses</p> <p>Working Scientifically: To identify the material each object is made from</p>	<p>Lesson 2: To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Lesson 3: To identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Lesson 4: To identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses</p> <p>Working Scientifically: To carry out simple tests and record data in a prepared table and use it to answer questions.</p>	<p>Lesson 5: To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Working Scientifically: To carry out simple tests and record data in a prepared table.</p>	Computing Week	<p>Lesson 6: To identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p> <p>Working scientifically: To record ideas in a prepared table</p>
Maths	<p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> Compare mass Measure in grams Measure in kilograms 	<p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> Four operations with mass Compare volumes and capacity Measure in millimetres Measure in litres 	<p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> Four operations with volume and capacity Temperature Assessment <p><u>Fractions</u></p> <ul style="list-style-type: none"> Make Equal Parts 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> Recognise a half Find a half Recognise a quarter Find a quarter 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> Recognise a third Find a third Unit fractions Non-unit fractions 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Find three quarters Count in fractions Assessment

<p>PSHE Keeping Safe</p>		<p>Lesson 1: To know how rules and restrictions keep me safe at home To know how to get help in an emergency</p>	<p>Lesson 2: To know how rules and restrictions keep me safe outside. I know how to get help in an emergency To know who can help me if I am in danger</p>	<p>Lesson 3: To know how to stay safe around strangers To know when to say yes, no, I'll ask or I'll tell To know how to get help in an emergency To write a list of rules on how to keep safe around strangers</p> <p>Lesson 4: To know the difference between a secret and a surprise To list things I should keep private to keep myself and others safe To know what privacy means To know how to avoid and remove myself from potentially unsafe situations</p>	<p>Computing Week</p>	<p>Lesson 5: To know people who can help To know how to tell a trusted adult if/when I am worried for myself or others, if I feel unsafe or if something scares or concerns me</p>
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<p>RE</p> <p>Stories and Special Books</p>		<p>Lesson 1: To discuss celebrations that are important to them e.g. family birthdays, sporting events, name days, new year etc.</p>	<p>Lesson 2: To discuss religious celebrations and festivals that are important to them e.g. Christmas, Hanukkah, Eid, baptisms, weddings etc.</p> <p>To discuss similarities and differences in what is celebrated, when and how</p> <p>Lesson 3: To learn about Ramadan and how Eid is celebrated at home and in the community</p> <p>To understand the meaning behind Ramadan and Eid and why they are of religious importance to Muslims.</p> <p>To discuss the different feelings and emotions expressed through different religious festivals</p>	<p>Lesson 4: To listen to and discuss the Easter story</p> <p>To understand the meaning behind Easter and why it is of religious importance to Christians</p> <p>To discuss the different feelings and emotions expressed through different religious festivals</p>	<p>Computing Week</p>	<p>Lesson 5: To explore how Easter is celebrated at home and in the community</p> <p>Lesson 6: To Identify similarities and differences in the way occasions are celebrated i.e. Easter and Eid</p>
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Art and Design Painting: Exploring the paintings of Sir Frank Bowling	To glaze and draw clay animals To evaluate clay animals (from Spring 1 Medium Term Planning)	To explore the paintings of Frank Bowling, describe them and talk about which ones they like. To explore ideas and draw special memories, places, activities and people.	To experiment with different tools and techniques for painting: layering, dropping and pouring paint onto paper. To know that Sir Frank Bowling explores using paint in different ways.	To experiment with different tools and techniques for adding colours and shapes to a painting: To know that shapes are an important feature of Sir Frank Bowling's Art.	To explore layering collage materials onto a surface and adding paper/paint over the top. To know that Sir Frank Bowling uses lots of materials in his painting.	To experiment with flicking paint onto a painting and adding glitter/sand to create effects and fine textures. To know that Sir Frank Bowling uses paint in different ways and adds different mediums to create effects.
Computing		<u>Internet Safety (Lesson 3 in unit: Who should I ask?)</u> To explain what should be done before sharing information online	<u>Data Handling: International Space Station (Week 5)</u> <ul style="list-style-type: none"> To understand how computers can help humans survive in space To create a digital drawing of essential items for life in space To understand the role of sensors on the ISS To create an algorithm for growing a plant in space To interpret data 			
PE Class Teachers: Yoga APP: Team Building Skipathon Tennis Coaching (Mercury Tennis Club)	<u>Teacher - Yoga</u> To copy and repeat yoga poses <u>Coach - Team Building</u> To follow instructions and work with others.	<u>Teacher - Yoga</u> To develop an awareness of strength when completing yoga poses <u>Coach - Team Building</u> To co-operate and communicate in a small group to solve challenges	<u>Teacher - Yoga</u> To develop an awareness of flexibility when completing yoga poses <u>Coach - Team Building</u> To create a plan with a group to solve the challenges	<u>Teacher - Yoga</u> To copy and remember actions linking them into a flow <u>Coach - Team Building</u> To communicate effectively and develop trust.	<u>Teacher - Yoga</u> To create a flow and teach it to a partner <u>Coach - Team Building</u> To use teamwork skills to work as a group to solve problems	<u>Teacher - Yoga</u> To explore poses and create a yoga flow <u>Coach - Team Building</u> To work with a group to copy and create a basic map
Music Classical	To learn about the classical period	To perform the Hen chant fluently in 6 groups	To create a Hen chant development	To create our own version of the Hen Symphony	To listen to the Hen symphony and recognise	To sing songs about the great fire of London

Music					the 6 ideas and the sonata parts.	
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