

Year 2 Spring Term 1
Streets of London

Hook (curiosity):

Letter from Paddington

Text (Reading, language, communication):

- Paddington Stories by Michael Bond
- Non-fiction texts on the Great Fire of London.

End product (engagement):

Video presentation about The Great Fire of London for parents

Vocab (Reading, language, communication):

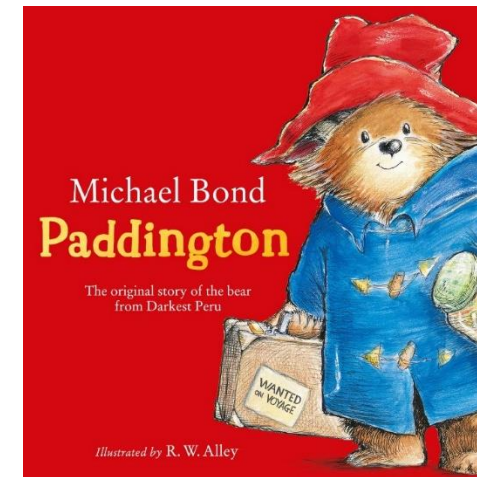
artefacts, eye witness, London

Sticky knowledge (Learning that sticks):

1. The Great Fire of London is a significant event that happened in 1666.
2. The Great Fire started in a bakery in Pudding Lane.
3. The fire spread quickly because houses were made mainly out of wood and built close together.
4. After the fire, houses were built using bricks or stone.
5. The houses were spaced out and orderly.
6. A fire service was available for people who were wealthy.
7. There is evidence from the past that tells us about this event, e.g. drawings, paintings, diary entries, newspapers.

Driver: History

Streets of London



Computing

Information technology around us

National Curriculum links:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression of skills objectives:

- I can describe some uses of computers and identify examples of IT being used
- I can identify that a computer is a part of IT and that IT can be used in more than one way
- I can sort IT by what it is used for
- I can demonstrate how IT devices work together
- I can recognise common types of technology and say why we use IT
- I can talk about different rules for using IT and how they help keep me safe
- I can identify the choices that I make when using IT

PSHE

Safety and the changing body

- Introduction to the internet
- Communicating online
- Secrets and surprises

History

National Curriculum links:

- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

Progression of skills objectives:

- Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
- Understands why some people in the past did things.
- Uses information to describe differences between then and now.
- Recounts main events from a significant event in history.
- Uses evidence to explain reasons why people in past acted as they did.

Design technology

See Spring 2

Music

See Spring 2

Art and Design

National Curriculum links:

- To use a range of materials creatively to design and make products
- To use sculpture to develop and share their ideas, experiences and imagination.

Progression of skills objectives:

- Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- Use a variety of techniques, e.g. rolling, cutting, pinching;
- Use a variety of shapes, including lines and texture;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

Geography

See Spring 2

Religious Education:

Islam: Who is Allah and how do Muslims worship him.

- The idea that God is understood in different ways by different people
- People's choices are influenced by what they believe.
- Children to talk respectfully about Islamic core beliefs about Allah
- Children to use key vocabulary such as Allah, pray, prayer and mosques to show their understanding.
- To observe similarities and differences in Muslim worship

PE

National Curriculum links:

- Master basic movements including; throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Progression of skills objectives:

Gymnastics:

- I will learn different types of balances on my own and with a partner in gymnastics
- I will learn different balances on different gymnastics apparatus.

Bat and ball skills:

- I will learn to hit a small ball with a racket or bat at different heights.
- I will learn to move my hands quickly when hitting a small ball with a tennis racket.

Science

National Curriculum links:

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.

Progression of skills objectives:

- Ask simple questions and recognise that they can be answered in different ways, including use of scientific language.
- Use their observations and ideas to suggest answers to questions talk about what they have found out and how they found it out
- With help, record and communicate findings in a range of ways and begin to use simple scientific language