






Curriculum Information Sheet Spring Term 1<sup>st</sup> Half 2020-2021

Year 2: Precious Peacocks & Fabulous Flamingos

<b>THEMES</b>	This Spring term 1 <sup>st</sup> half is based around the themes of <b>Great Fire of London</b> (History), <b>Investigating materials</b> (Art) and <b>Use of everyday materials</b> (Science).
<b>ENGLISH</b> 	<p><b>Core Text:</b> <i>Toby and the Great Fire of London</i> by Margaret Nash and Jane Cope</p> <p>Diary Writing – based on Mr Pepys, Toby – based on our core text (Value: Resilience after the Great Fire in making a new London city) Recount – Great Fire of London Workshop Letter writing (in a role of a material)</p> <p>We will continue to focus on improving our own writing through drafting and editing.</p> <p><b>Speaking, Listening and Responding</b> Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:</p> <ul style="list-style-type: none"><li>• Speak with clear diction, choose words with precision and organise what they say</li><li>• Compose sentences for writing using the correct tense</li><li>• Adopt the role of different characters</li><li>• Tell real and imagined stories using the conventions of familiar story language</li><li>• Explain ideas and processes using language and gesture appropriately</li><li>• Discuss similarities and differences between the different stories</li><li>• Interpret illustrations</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• To find clues in the text and be able to talk about what children think</li><li>• Sequencing a story and retelling it</li><li>• Fluency in reading known and unknown text</li><li>• To infer and explain thoughts using evidence from the text</li><li>• Retrieve information from a text</li></ul> <p>Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through English lessons, guided reading sessions and individual reading.</p> <p>Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.</p> <p>Emphasis will continue to be placed on improving children’s comprehension skills, particularly inference and deduction.</p>

	<p><b>Writing/SPAG</b></p> <ul style="list-style-type: none"> <li>• Use a range of punctuation including ? and !</li> <li>• Use co-ordinating conjunctions</li> <li>• Use tense accurately</li> <li>• apostrophes for omission</li> <li>• apostrophes for possession</li> <li>• Use subordinating conjunctions</li> <li>• Use commas for subordination</li> <li>• Neat handwriting</li> </ul>
<p><b>MATHS</b></p> 	<p><b>Money</b> (building on our concepts of place value, addition and subtraction from Aut 1)</p> <ul style="list-style-type: none"> <li>- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>- find different combinations of coins that equal the same amounts of money</li> <li>- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Multiplication &amp; Division (will be continued in Spring 2)</b></p> <ul style="list-style-type: none"> <li>- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>
<p><b>SCIENCE</b></p> 	<p>In Science children will learn:</p> <p><b>Use of everyday materials</b></p> <ul style="list-style-type: none"> <li>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</li> </ul>

## TOPIC WORK



### History – Great Fire of London

(Events beyond living memory)

Why did the Great Fire of London cause so much damage?

In this unit children are going back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. This unit will teach children when, where, how and why the Great Fire happened, as well as exploring how we know about it through the diary of Samuel Pepys and other sources.

### Art – Great Fire of London

Build or create scenes of the Great Fire of London using everyday materials. 3D models of Stuart houses to show why the Great Fire started.

Key Skills: collage, investigating materials, texture, 3D sculpture

### Design and Technology – Investigating Materials (Link to Art)

This tactile and creative 'Investigating Materials' art unit is a great way to teach children to explore different materials and how they can be used artistically. They will feel and describe a host of different materials as well as learn creative ways to join them together, before looking at weaving using a variety of different materials.

3D Models - Building 3D models of houses in Stuart times to show why the Great fire started or Baking bread/biscuits - Great Year 2 Bake Off (Links to Great Fire of London)

Key Skills: baking, instructions, measure

### Computing – i-Program

This unit of work introduces the children to a visual programming language. Using the context of art and drawing, the children will be engaged in creativity developing simple animations.

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

<p style="text-align: center;"><b><u>Philosophy Religion and Ethics</u></b></p> <p><b>Theme: Our best friend</b></p> <p>Building on the year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create good friendships and understand how Krishna is our best friend.</p> <p><b><u>PSHE</u></b> <b>What is the same and different about us?</b></p> <p>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly - belonging to different groups</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> <li>• about growing, changing and becoming more independent</li> <li>• the correct names for the main parts of the body of boys and girls</li> <li>• about the importance of respect for differences and similarities between people</li> <li>• about groups and communities that they belong to</li> </ul>	<p><b>Music</b> Children will focus on a unit named 'Storytime' and will learn the following:</p> <ul style="list-style-type: none"> <li>• Combining sounds to create a musical effect</li> <li>• Understanding how music, dance, and drama can combine in storytelling</li> <li>• Exploring voices to create descriptive musical effects</li> <li>• Creating and matching descriptive sounds made with the voice</li> <li>• Performing to an audience</li> </ul> <p><b>Sanskrit</b> <i>Reading and Writing</i> Learning to read, write and transliterate consonants in the R family <i>Conversation</i> Classify nouns according to gender <i>Story Time: The Thirsty Crow</i> <i>Song / Verse</i> Upanishad Verse: Shanau Mitra 1</p>
<p style="text-align: center;"><b>HEALTH &amp; WELLBEING</b></p> <p><b>Physical Education – Dance Unit</b> Dance – Great Fire of London Children will be expected to perform basic body actions e.g. jumping and turning with control and coordination. They will use different parts of their body to make movement. They create and perform short dance sequences that communicate different moods, feelings and ideas. Children will begin to describe how dancing affects their bodies and to know why it is important to be active.</p> <p><b>Meditation</b> Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><b>Yoga</b> Kapalbatti – using various techniques and games to help develop a forceful abdominal exhalation.</p> <p>Spinal asana: Ustrasana and Halasana</p> <p>Mudra: Chinmaya</p> <p><b>Events</b> tbc</p>