

Year Group: 2



Term: September 2019

School Theme

Humanities

Essential Question

Is there smoke without
fire?

Authentic Outcome

Playground rules

Trips, Experiences & Making Community

Links

Visit to the fire station and nursing home

Mini Outcomes

Mini-outcome 1: History – research and produce a research article about The Great Fire of London

Mini-outcome 2: PSHE/RE – create a class rules charter

Mini-outcome 3: Art/DT – Recreate ‘Pudding Lane’ through building models and silhouette pictures

RE Curriculum Topics & Additional Links

Beginnings

Signs & Symbols

Preparations

Immersive Environment

Pudding Lane bakery

Samuel Pepys’ writing area

Friendship area

Technology

WOW Room – Great Fire of London

iPads – research/ Seesaw

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p><u>Unit 1: Numbers within 100 (10 lessons)</u> To explore 2-digit numbers by grouping in tens Identify tens and ones in a 2-digit number Partition 2-digit numbers Represent 2-digit numbers Read and write numbers to 100 in words Compare numbers to 100 Order numbers to 100 Explore number patterns Explore odd and even numbers</p> <p><u>Unit 2: Add and subtract 2-digit numbers (10 lessons)</u></p> <p>Use number bonds to 20 in addition Use number bonds to 20 in subtraction Add and subtract ones from a 2-digit number Add and subtract multiples of ten Add and subtract tens from a 2-digit number Add two 2-digit numbers Subtract two 2-digit numbers Add and subtract two 2-digit numbers Add three 1-digit numbers</p> <p><u>Unit 3: Addition and Subtraction word problems (10 lessons)</u></p> <p>Represent information as a bar model</p> <p>Create and label bar models Sketch bar models to represent word problems Represent comparison word problems using bar models Identify suitable bar models to represent problems</p> <p><u>Unit 4: Measuring length (10 lessons)</u></p> <p>Use standard units when measuring Compare and order length in metres (using <, > and =) Use a ruler to measure length in centimetres Compare and order length in centimetres (using <, > and =) Use a ruler to measure lines Use a measuring tape to measure in centimetres Use a ruler to draw lines with specified length Solve word problems involving length</p> <p><u>Unit 5: Graphs (5 lessons)</u></p> <p>Represent and interpret data using a pictogram and table Represent and interpret data using a block diagram and table Represent and interpret data using a tally chart and scaled pictogram Represent and interpret data using a tally chart and scaled block diagram Interpret data from scaled pictograms and block diagrams</p> <p><u>Unit 6: Multiplication and division 2, 5 and 10 (15 lessons):</u></p> <p>Use the multiplication symbol Identify that multiplication is commutative Use the division symbol when sharing</p>	<p><u>Writing Focuses</u></p> <ul style="list-style-type: none"> • Recount – Summer Holidays • Information Text – Great Fire of London • Narrative – Samuel Pepys’ diary • Instructions – How to make a building junk model • Poetry – fire/ firework poems • Description – Child at the time of the great fire • Letter – To Father Christmas <p><u>Word Reading</u> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. <p><u>Reading Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p><u>Writing Transcription</u> pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl’s book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p><u>History</u></p> <p>Events beyond living memory that are significant nationally</p> <p><u>DT</u> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Evaluate their ideas and products against design criteria</p> <p><u>Art (Half term 2 with PBH)</u></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>PSHE - Jigsaw</u></p> <p><u>Topic 1 Celebrating Difference</u></p> <ul style="list-style-type: none"> ♣ I can identify ways in which my friends are different from me <p><u>Topic 2 Dreams and Goals</u></p> <ul style="list-style-type: none"> ♣ I can explain some of the ways I worked cooperatively in my group to create the end product 	<p><u>Autumn Topic 1 Beginnings:</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The many beginnings each day offers – Explore • God is present in every beginning – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>Autumn Topic 2 Signs & Symbols</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Experience of signs and symbols – Explore • Signs and symbols used in Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>Autumn Topic 3 Preparations</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Preparing for special times – Explore • Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond <p><u>Link:</u> how we care, behave and treat each other in and out of school. Understanding consequences for actions and taking responsibility</p>	<p><u>Geography</u></p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p><u>Music</u> Percussion with specialist teacher</p> <p><u>PE</u> Mr Seddon or Sports coaches</p> <p><u>Computing</u> Unit 2.1: Coding – with Paul Triggs</p> <ul style="list-style-type: none"> ♣ 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 <p>Unit 2.2: Online Safety</p> <ul style="list-style-type: none"> ♣ 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. <p>Unit 2.3: Spreadsheets</p> <ul style="list-style-type: none"> ♣ use technology purposefully to create, organise and store data <p><u>Science</u></p> <p>Topic 2: Materials Monster Topic 3: Squash, Bend, Twist and Stretch</p> <p><u>Everyday materials</u></p> <p>distinguish between an object and the material from which it is made ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> ♣ describe the simple physical properties of a variety of everyday materials ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Working scientifically</u> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ☑ asking simple questions and recognising that they can be answered in different ways ☑ observing closely, using simple equipment ☑ performing simple tests

<p>Use the division symbol when grouping Explore representations of division problems Find related multiplication and division facts Calculate multiplications of two by skip counting Explore representations of multiplication problems Relate multiplying by two to doubling Calculate multiplications of five by skip counting Calculate multiplications of ten by skip counting Spot patterns in the 2, 5 and 10 multiplication tables Solve multiplication and division problems</p> <p><u>Unit 7: Time (10 lessons)</u></p> <p>To know the number of hours in one day To know that there are 60 minutes in one hour To be able to tell the time quarter past on an analogue clock To be able to tell the time quarter to on an analogue clock To be able to tell the time on an analogue clock with five minute intervals To be able to sequence daily events To calculate durations of time in minutes To calculate durations of time in minutes and hours</p> <p><u>Unit 8: Fractions (10 lessons)</u></p> <p>Relate halves and quarters to division Identify the parts of a fraction Identify half of a shape Find halves, thirds and quarters of shape Identify fractions of shape with different numerators Identify unit fractions of quantity Identify unit fractions of quantity and shape Identify non unit fractions of quantity and shape Identify equivalent fractions</p>	<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters 			<ul style="list-style-type: none"> ☒ identifying and classifying ☒ using their observations and ideas to suggest answers to questions ☒ gathering and recording data to help in answering questions.
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