

Science

Enquiry Question: *How could we encourage more plants and creatures in our local area?*

Lesson 1: To explore and compare the differences between things that are living, dead and things that have never been alive.

Lesson 2: To name and identify plants and animals in a variety of habitats.

Lesson 3: To identify that most living things live in habitats to which they are suited.

Lesson 4: To describe how animals obtain their food from plants and other animals.

Lesson 5: To conduct my investigation, using a tally chart to record my findings.

Lesson 6: To conclude the investigation and suggest improvements to the local area.

Art

Lesson 1: To experiment with different brush styles and sizes by creating a fire colour palette (double page spread)

Lesson 2: To know how to mix secondary colours that vary in tone.

Lesson 3: To experiment with shape and line when painting and drawing.

Lesson 4: To create an artist study, looking

Computing:

Lesson 1: Giving Instructions

Lesson 2: Same but different

Lesson 3: Making predictions

Lesson 4: Maps and routes

Lesson 5: Algorithm design

Lesson 6: Break it down

R.E: Prayer at home (Islam)

Enquiry Question: *Does praying at regular intervals help a Muslim with his/her life?*

Lesson 1: We are learning to gain an understanding of 'commitment'.

Lesson 2: We are learning to explain what Muslims do to show their commitment to Allah.

Lesson 3: We are learning to gain an understanding of Islamic prayer.

Lesson 4: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.

Lesson 5: We are learning to set a goal for ourselves and consider how it would feel to achieve it.

Maths		
Week 1	Week 2	Week 3
<p>Multiplication</p> <p>Arithmetic: Add and subtract 3 single digit numbers</p> <p>To recall and use multiplication and division facts for 2, 5 and 10. To calculate statements within the multiplication tables and use the correct symbols. To recognise and use the inverse but recognise that multiplication is commutative.</p>	<p>Place Value</p> <p>Arithmetic: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwards</p> <p>To identify, represent and estimate numbers using different representations, including the number line</p> <p>To use place value and number facts to solve problems</p>	<p>MOCK SATS WEEK</p> <p>Recap and consolidation from arithmetic: To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</p>
Week 4	Week 5	Week 6
<p>Addition and subtraction Facts</p> <p>Arithmetic: Add and subtract 2-digit numbers and 10s</p> <p>To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <p>To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p>	<p>Addition and Subtraction Facts</p> <p>Arithmetic: Add and subtract 3 single digit numbers</p> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>Multiplication and Division</p> <p>Arithmetic: Add and subtract two 2-digit numbers</p> <p>To recall and use multiplication and division facts for the 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>To recognise and use the inverse relationship between multiplication and division in calculations.</p> <p>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p>

Spring 1 - Gymnastics (Indoor)

Week 1 — Shapes To explore what our bodies can do.

Week 2 — Balance To explore how we use our core to balance.

Week 3 — Travel To explore how we can travel in a variety of ways.

Week 4 – Roll To explore different ways in which our body can perform a roll.

Week 5 – Sequence To explore how we combine our gymnastics skills to create a sequence.

Week 6— Performance To be able to apply the learning undertaken within a performance

Spring 1 - Dodgeball (Indoor)

Week 1 — Rules To Explore the rules of dodgeball.

Week 2 —Throwing To Explore the different types of throws used in dodgeball.

Week 3 — Catching To Explore how to catch within a dodgeball game.

Week 4 – Dodging To Explore how to dodge.

Week 5 — Attacking To Explore how to attack as a team.

Week 6 — Defending To Explore how to defend as an individual and as a team.

Week 7 — Tournament To be able to play a dodgeball in an inter-school competition.



STEM: (Science, History, Maths focus- Materials)

How can I make a house that would survive the Great Fire of London?

Maths links: [nets for paper structures](#) and to [compare and sequence intervals of time](#).

Class Novel: The Baker's Boy and the Great Fire of London written by Tom and Tony Bradman

PSHE: Year 2 Topic: All About Money

To understand how money has changed over time and why these changes happened.

To explore different ways to pay for things and understand how to choose safe and suitable payment methods.

To understand how people get money, why we save, and why waiting for things can be beneficial.

To understand why people save money and how we can manage our money responsibly.

To understand the difference between wants and needs and why we can't always have everything we want.

Safety Curriculum:

Gaming—Personal Information. LO: To understand not to share personal information online.

Reading		
Week 1	Week 2	Week 3
<p>Ongoing Text: The Baker's Boy and The Great Fire of London</p> <p>VIPERS Focus</p> <p>Prediction</p> <p>LO: To predict what might happen based on what has been read so far.</p> <p>Retrieve</p> <p>LO: To ask and answer questions about the book.</p>		
<p>Ongoing Text: The Baker's Boy and The Great Fire of London</p> <p>VIPERS Focus</p> <p>Inference</p> <p>LO: To make inference on the text based on what is said and done.</p> <p>Explain</p> <p>LO: To explain and discuss their understanding of books, both those that they listen to and those that they read for themselves.</p>		
<p>Ongoing Text: The Baker's Boy and The Great Fire of London</p> <p>VIPERS Focus</p> <p>Vocabulary</p> <p>LO: To discuss word meaning and linking new meanings to words already known.</p>		
<p>Ongoing Text: The Baker's Boy and The Great Fire of London</p> <p>VIPERS Focus</p> <p>Sequence</p> <p>LO: To discuss the sequence of events in books and how items of information are related.</p>		
Week 4	Week 5	Week 6

History:

Enquiry Question: What impact did the Great Fire of London have on British people?

Lesson 1: To use historical maps and sources to discuss what London was like at the time of the Great Fire

Lesson 2: To know the events of the Great Fire of London

Lesson 3: To understand the cause and effect of the Great Fire of London

Lesson 4: To know the firefighting methods in 1666

Lesson 5: To know the significance of who Samuel Pepys was and what he witnessed

Lesson 6: Historical Enquiry: To discuss and debate a historical questions:

Music: Grandma Rap—Sing Up

Lesson 1: Introduce the song – mark the pulse, learn the actions, and recap *Hi lo chicka lo* from Term 1.

Lesson 2: Learn *Grandma rap* words and actions, practise pitch pencils, discover the 'walk' duration (action and notation).

Lesson 3: Progression snapshot activity 2. Make a video recording of children singing.

Lesson 4: Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.

Lesson 5: Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid.

Lesson 6: Create a looped backing (or body percussion accompaniment) to perform *Grandma rap* to.

Writing		Trips and Experiences
Week 1	Week 2	
<p>Writing Focus:</p> <p>To report on the main events of the Great Fire of London</p>	<p>Writing Focus:</p> <p>To write a setting description of 1666 London</p>	<p>Shropshire Fire Service Visit to School</p> <p>3D Story Map Experience</p> <p>Engagement lesson:</p> <p>Engagement Lesson: lighting a controlled fire to experience /the smell of smoke.</p>
<p>SPaG Focus:</p> <p>expanded noun phrases, capital letters for proper nouns</p>		<p>Week 3</p> <p>MOCK SATS WEEK</p>
<p>Phonics focus</p> <p>suffixes -ful- est</p>	<p>Phonics focus</p> <p>suffixes- ly and -y</p>	
Week 4	Week 5	Week 6
<p>Writing Focus:</p> <p>To write a setting description of 1666 London</p>	<p>Writing Focus:</p> <p>To be able to write diary entry based from the class text 'The Baker's Boy and The Great Fire of London' (role play)</p>	<p>Writing Focus:</p> <p>To be able to write diary entry based from the class text 'The Baker's Boy and The Great Fire of London'</p>
<p>SPaG Focus:</p> <p>expanded noun phrases, capital letters for proper nouns.</p>	<p>SPaG Focus:</p> <p>past tense, exclamation sentences and first person.</p>	<p>SPaG Focus:</p> <p>past tense, exclamation sentences and first person. ns</p>
<p>Phonics focus</p> <p>words ending in -el/ -le</p> <p>Wriggle, nettle, sizzle, beetle, table, steeple, crumple, candle.</p> <p>Towel, level, squirrel, tunnel, camel, travel, cancel.</p>	<p>Phonics focus</p> <p>-al and -il ending words.</p> <p>Medal, capital, hospital, animal, national.</p> <p>Pencil, pupil, Brazil.</p>	<p>Phonics focus</p> <p>The igh sound spelt -y at the end of words. Adding -es to nouns and verbs ending in -y.</p> <p><i>By, fly, July</i></p> <p><i>Flies, dries, copies, babies</i></p>