

Y2 Term 1

English	The Paper Bag Princess	Maths	Place value, addition and subtraction
Science: Animals, including Humans			
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Scientific Enquiry Skills *ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. *suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. *conduct a simple test, e.g. setting up comparative tests to show that plants need water and light. *examine carefully, e.g. using a hand lens. *draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. *collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. *identify and group key outcomes from an enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. *answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. Notes and guidance (non-statutory) <i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i> Pupils might work scientifically by: -observing, through video or first-hand observation and measurement, how different animals, including humans, grow -asking questions about what things animals need for survival and what humans need to stay healthy -suggesting ways to find answers to their questions -using their senses to compare different textures, sounds and smells.			
History/Geography: The Great Fire of London			
NC objectives from curriculum progressions Children will: Historical Knowledge *learn about the events of the Great Fire of London *sequence the events of the Great Fire of London *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, 17th century, 1600s, Stuarts, Tudors, King Charles *learn about significant historical people: Samuel Pepys, John Evelyn and Christopher Wren Historical Concepts *identify similarities and differences between life in the Stuart period and now, particularly in terms of housing *identify why the fire started and the consequences that it had Historical Enquiry			

- *ask and answer questions about the past and identify how best to answer them
- *read and compare eyewitness accounts (diaries) of the fire, examining their importance as a historical source

Geographical Knowledge

- *name and locate the four countries of the UK and their capital cities

Geographical Understanding

- *use some basic geographical vocabulary to refer to physical and human features: river, coast, sea, city, house

Geographical Enquiry

- *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and basic symbols in a key

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Recounts		Fire safety talk

Art/DT: DT – Toy fire engine with axle and wheels (Mechanisms)

Children will:

Design

- *explore the need for a fire service following the Great Fire of London and the invention of the first fire engines in 1721 – a design need was identified and met
- *investigate toy cars/trucks – how do the wheels move?
- *use construction kits (Knex) to explore vehicles with wheels and axles
- *learn about the characteristics of the materials and components they are using
- *consider and describe the purpose and intended user their product – a toy fire engine with moving wheels
- *develop a simple design criteria for a toy fire engine, through examining pictures/diagrams of modern fire engines and toy fire engines
- *develop their design ideas through discussion, observation, drawing and modelling, using ICT where appropriate
- *make simple drawings and label parts (existing products and their own designs)

Make

- *plan by suggesting what to do next
- *begin to identify which tools and materials they will need; use vocabulary to name and describe them; explain why they have made these selections
- *measure, cut and score materials (mostly cardboard) with increasing accuracy
- *learn how to use junior hacksaws safely and appropriately
- *assemble, join and combine materials in order to make a moving fire engine
- *choose and use appropriate finishing techniques to customise appearance of fire engine (eg. headlights, number plate, painting and collage materials)

Evaluate

At the start of the unit:

- *evaluate existing toy fire engines/toys with moving wheels), exploring:
 - what their purpose is
 - how they work
 - how and where they are used
 - what materials are used
 - what they like and dislike about them

During the unit:

- *talk about their design ideas and what they are making, identifying strengths and possible changes they might make

At the end of the unit:

- *evaluate their product against their design criteria, saying what worked well and what could be improved

ICT: We are programmers: use Scratch Jnr on iPads and use of BBC Bitesize KS1

Children will be taught:

Computer Science

- *that common sequences of instructions or sets of rules can be thought of as algorithms – milkshake recipe (video) and writing an algorithm to direct a friend across the classroom
- *to create programs on screen as sequences of instructions using ScratchJr.
- *to create a simple program on screen using ScratchJr with a goal or purpose in mind (examples include moving a car across the city, getting the sun and moon to rise...)
- *how to debug any errors in their code as they create their programs on ScratchJr

E-safety – Self-image and Identity (Project Evolve)
PHSE: Our Class
Children will be taught: L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) R1.to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people
PE
Indoor PE Gymnastics (Multi-Ability Focus: Social) Outdoor PE Real PE and Outdoor/Adventurous (Multi-Ability Focus:Personal)
Music
Music Express: Duration, pulse and rhythm Great fire of London https://www.bbc.co.uk/programmes/p03xnzb3
RE: How should we care for others and the world and why does it matter?
*recognise that some people believe God created the world and so we should look after it (A2). *re-tell Bible stories and stories from another faith about caring for others and the world (A2). *talk about how religions teach that people are valuable, giving simple examples (B1). *identify ways that some people make a response to God by caring for others and the world (B1). *use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). *talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2) *talk about issues of good and bad, right and wrong arising from the stories (C3).