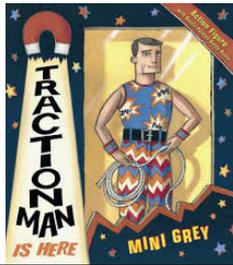
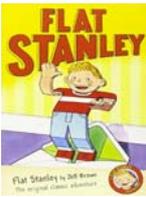
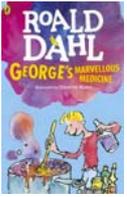
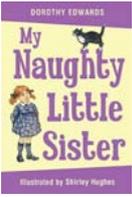
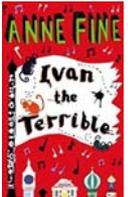


Year Two Term 4 London

Writing Map		Reading Spine				
English	Theme	London				
	Main Text	Traction Man 				
	Story plot and focus	Quest Focus: Dilemma - action				
	Poetry Unit	Observational poem – Traction Man				
Non-fiction Unit	Report on new super hero – Hawk Boy Pie Corbett					
Mathematics	Exploring calculation strategies Money Measuring length Measuring mass Fractions Time					
Science	<p>Working scientifically Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they perform simple tests? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they observe & identify changes in plant growth throughout the year e.g. in the school garden? • Can they record the changes that they identify? • Can they raise questions about & set up a comparative test to find out what plants need to stay healthy? • Can they set up a comparative test to show that plants need both light and water to remain healthy? <p><i>Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 2 those topics are: animals including humans & plants.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children’s involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children’s drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children’s initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p>					

	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways? <p>NB This topic begins in this term, to enable long term observations of growth over the following two terms. It is a very short unit.</p>
<p>History</p>	<p><i>Possible starting point / stimulus: A visit to The Monument</i></p> <p><i>A picture of an old fire fighting syringe</i></p> <p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> • Can they use the words ‘past’ and ‘present’ accurately? • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the 1666? • Can they compare & contrast the ways in which people have fought fire in different time periods e.g. firefighting tools/equipment & organisation. • Can they sequence events about their own life? • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they use a range of appropriate words and phrases to describe the past? • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later (e.g. Sir Christopher Wren. Samuel Pepys)? • Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? • Can they identify some of the unique aspects of Britain’s history by naming some famous events and some famous people? • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they sequence events about the life of a famous person? • Can they explain why someone in the past acted in the way they did? • Can they explain why eye-witness accounts may vary? <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they raise questions which help them to engage in finding out about events in the past? • Can they research about a popular event that happens in Britain and why it has been happening for some time? • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
<p>Geography</p>	<p><i>Possible starting point / stimulus: A map of London</i></p> <p><i>Postcards/tourist gifts/trinkets which relate to London</i></p> <p><u>London (A City/Town in the UK)</u></p> <ul style="list-style-type: none"> • Can they say what they like and don’t like about their locality? • Can they make a comparison between Canning Town & Central London/another part of London? (Educational visit?) • Can they identify why the clothing worn by people in London e.g. at Liverpool Street Stn would be different to that found while out walking along the beach/in the countryside? • Can they find out about a locality by using different sources of evidence? • Can they describe some human and physical features of London? • Can they explain what makes a London special? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they point out the North, South, East and West on a map and relate that to using a compass? • Can they find where they live on a map of the UK?

	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they say what they like and don't like about their locality and another locality like Central London? • Can they label a diagram or photograph using some geographical words? • Can they raise relevant questions? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world?
<p>E-safety</p>	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network</p>
<p>Computing</p>	<p><u>Data Retrieving and Organising</u></p> <p>Creating pictures (Dazzle) Focus: Can they use tools to draw. <i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content. (itass)</i></p>
<p>Religious Education</p>	<p><u>How do we know Easter is coming?</u></p> <ul style="list-style-type: none"> • What special story is told at Easter? • What is the time before Easter called? • Why is Ash Wednesday special? • What events happen during Holy Week? • What happened during Holy/Maundy Thursday and Good Friday? • How do we feel when we hear the story about Jesus dying and rising again? <p>Are there other symbols that show us that Easter is coming?</p>
<p>Physical Education</p>	<p>Acquiring and developing skills</p> <p>Can they copy and remember actions? Can they repeat and explore actions with control and coordination?</p> <p>Evaluating and improving</p> <p>Can they talk about what is different between what they did and what someone else did? Can they say how they could improve?</p> <p>Health and fitness</p> <p>Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy</p> <p><u>Dance - Fire dance</u></p> <ul style="list-style-type: none"> • Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they link actions? • Can they remember and repeat dance phrases? • Can they perform short dances, showing an understanding of expressive qualities? • Can they describe the mood, feelings and expressive qualities of dance? • Can they describe how dancing affects their body? • Do they know why it is important to be active? • Can they suggest ways they could improve their work? • <i>Can they create, improve and perform more complex dance phrases?</i>

	<ul style="list-style-type: none"> • <i>Do they perform short dances, linking actions fluently and with control?</i> • <i>Can they use dynamic and expressive qualities clearly in their dance?</i> • <i>Can they use some simple dance vocabulary to describe and interpret dance?</i> • <i>Do they know how particular activities can help them to be healthy?</i> <p>Coach- Multi-skills</p>
Art & Design	<p><u>Do Buildings Speak?</u> (Christopher Wren, Gaudi, Hundertwasser, Rogers) ITASS- Creating Pictures (Dazzle)-Pollack, Mondrian, Klee</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>Printing</p> <ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? <p>Sketch book</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? • Can they create part of a class patchwork? <p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? <p>Use of IT (Dazzle)</p> <ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they create a piece of work in response to another artist's work? (Gaudi, Hundertwasser etc)
Design & Technology	No design & technology unit.
Music	<p><u>Recorders (Part 2)- Reading the score</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? •<i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i> <p>Composing (including notation)</p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? •<i>Can they use simple structures in a piece of music?</i> •<i>Do they know that phrases are where we breathe in a song?</i> <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? •<i>Do they recognise sounds that move by steps and by leaps?</i>
PHSCE	<p>e-safety lesson</p> <p><u>Healthy Me</u></p> <p>Being healthy Can they make a healthy choice?</p> <p>Being relaxed Have they eaten a healthy, balanced diet?</p> <p>Medicine safety Have they been physically active?</p> <p>Healthy eating Have they tried to keep themselves and others safe?</p> <p>Healthy eating relationships? Do they know how to be a good friend and enjoy healthy</p>

	The healthy me café	Do they know how to keep calm and deal with difficult situations?
Enrichment	<ul style="list-style-type: none">• “History Off the Page” Day• Educational Visit- church• Educational visit- Canary Wharf area (Art-buildings)• Visitors- Education Officer from Fire Brigade	