

Year Two Term 4 London

		Reading for Enjoyment
English	<p>MAIN TEXT : A Day out in London</p> <p>Poetry - Silly stuff Poetry to recite- The London Eye by Paul Curtis</p> <p>Narrative - different stories by the same Author</p> <p>Non-Fiction- Explanation Texts (The Great Fire of London/ How a plant grows)</p>	<p>The Owl Who Afraid of the Dark</p> <p>The Troll</p>
Mathematics	<ul style="list-style-type: none"> • Length and mass/weight • Addition and subtraction • Fractions • Position and direction • Time 	
Science	<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? • <i>Can they describe what plants need to survive and link it to where they are found?</i> • <i>Can they explain that plants grow and reproduce in different ways?</i> • <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>	
History	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? • Can they use the words ‘past’ and ‘present’ accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • <i>Can they sequence a set of objects in chronological order and give reasons for their order?</i> • <i>Can they sequence events about their own life?</i> • <i>Can they sequence events about the life of a famous person?</i> • <i>Can they try to work out how long ago an event happened?</i> • 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? • Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? • <i>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?</i> • <i>Can they explain why someone in the past acted in the way they did?</i> • Can they explain why Britain has a special history by naming some famous events and some famous people? • 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? (Samuel Pepys, Sir Christopher Wren) • 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? • Can they say at least two ways they can find out about the past, for example using books and the internet? • <i>Can they explain why eye-witness accounts may vary?</i> 	
Geography	<p><u>London</u></p> <ul style="list-style-type: none"> • Can they find out about a locality by using different sources of evidence? • Can they say what they like and don’t like about their locality? • 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? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? • Can they point out the North, South, East and West associated with maps and compass? 	
Computing	<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>	
Religious Education	<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? 	

	<ul style="list-style-type: none"> • 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? Are there other symbols that show us that Easter is coming?
Physical Education	<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> • <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 Do they know how to be a good friend and enjoy healthy relationships?</p> <p>The healthy me café Do they know how to keep calm and deal with difficult situations?</p>
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