Learning Journey

Year 2 – Spring 2

Areas of learning

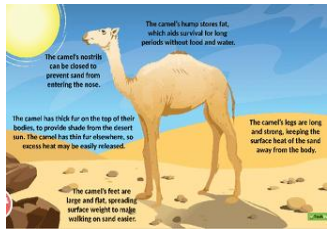
In this half term, we'll be focusing on The Great Fire of London of 1666. Children will be learning all about the fire, how it spread, how it affected firefighting services and how it changed the buildings and structure of London. Also, how we know about what happened. In science, we will finish our learning about how animals including humans survive and thrive. Then we will explore habitats in local and global climates and understand how animals adapt to survive. In PE, children will be developing their game playing skills using striking and fielding, and using balance and coordination in yoga activities. In DT they will be designing and making a fire engine, using wheels, axles and washers. We will be looking at Henry Ford as our innovator.

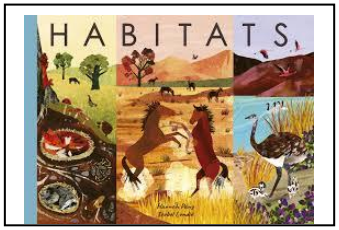


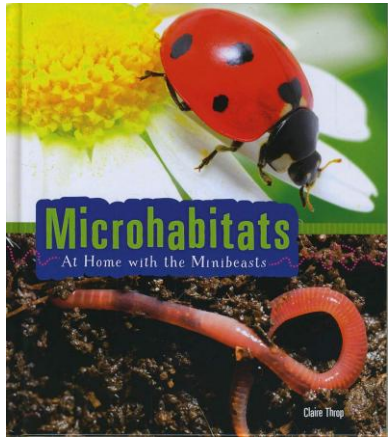












Care	difference and how we are all unique.
Challenge	We will challenge ourselves to make our writing flow by using conjunctions to link ideas, and sentence starters to sequence events.
Collaboration	We will consider how to work well as part of group in all areas of our school life, from PE to DT.
Courage	We will show courage when choosing strategies and working independently.
Creativity	We will design, create and evaluate our own fire engines.

<table>
<tr><th colspan="2">English</th></tr>
<tr><td>Reading
Read accurately most words of two or more syllables.
Read most words containing common suffixes.
Read most common exception words.
Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
Sound out most unfamiliar words accurately, without undue hesitation
In a book that they can already read fluently, the pupil can:
check it makes sense to them, correcting any inaccurate reading.
Answer questions, retrieve information and make some inferences.
Explain what has happened so far in what they have read.</td><td>Grammar
To identify and use full stops, finger spaces and capital letters.
To use an appropriate adjective in an expanded noun phrase.
To edit writing, focusing on capital letters, full stops and spellings.
To use the present and past tense mostly correctly and consistently.
Revise: apostrophes for contraction.
Revise: apostrophe to show possession.
Revise: appropriately using some words with suffixes (-ment, - ness, - ly) in their writing.</td></tr>
<tr><td>Writing
Write sentences that are sequenced to form a short narrative (real or fictional).
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Uses co-ordination (e.g. or / and / but) and subordination (when, because, if, that).
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
Recognise, name and write different types of sentences (question, statement, exclamation, command).</td><td>Spelling
Words where we drop the ‘e’ before adding ‘ing’.
Words where we drop the ‘e’ before adding ‘ed’, ‘id’, ‘t’.
Words where we drop the ‘e’ before adding ‘er’.
Words where we drop the ‘e’ before adding ‘y’, ‘est’.
Recap: ‘a’ sound spelt ‘ar’.
Recap: ‘oo’ sound spelt ‘oul’ as it ‘could’,
Words ending with ‘-tion’.
Recapping harder to read and spell words: people, busy, water, would, could, should.</td></tr>
<tr><th colspan="2">Maths</th></tr>
<tr><td>Addition and subtraction
To revise strategies to solve adding and subtracting 1 digit from 2 digit numbers (some crossing ten).
To add a 2 digit number to a 2 digit number crossing ten.
To subtract a 2 digit number from a 2 digit number not crossing ten.
To subtract a 2 digit number from a 2 digit number crossing ten.
To solve word based problems and identifying whether to add or subtract.
Explore adding to over 100.</td><td>Multiplying and Dividing
To use the sharing method to divide.
To use the grouping method to divide.
To use the grouping bar model method to divide.
To solve word problems using multiplication and division.</td></tr>
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Science – How are animals suited to their habitat?

- To understand that all living things carry out 7 life processes and know 3 of them.
- To know one different between something that is living, dead and never been alive.
- To be able to name 1 animal and 1 plant in a local micro habitat.
- To be able to name 1 animal and 1 plant from 4 different habitats (seashore, hot desert, pond, urban).
- To explain 1 reason why each organism can thrive in those 4 different habitats.
- To know that animals get their food (energy) from plants and other animals.
- To be able to identify and describe 2 different food chains.
- To match living things to their habitat.
- To classify things by living, dead or never lived.
- To name some different sources of food for animals.

To use observations and own ideas to suggest answers to questions.
To record and communicate findings in a variety of ways (pictures and simple sentences)
To sort and classify

Computing – What is a PowerPoint presentation and when should we use it?

- To know that a slideshow presentation is a series of slides, which may have text, images, audio or video.
- To be able to modify (change) text in PowerPoint.
- To develop word processing skills including altering text size and colour.
- To be able to search for, import and alter appropriate images for a presentation.
- To select appropriate images and add them to the presentation.
- To evaluate the effectiveness of a PowerPoint presentation.

History – What happened during the Great Fire of London and what impact did it have on London today?

- To use timelines to order events and to be able to recount the main events of the Great Fire of London.
- To understand that we can find out about the Great Fire of London from books, newspapers, pictures and artefacts and eye-witness accounts.
- To be able to explain that Thomas Farynor and Samuel Pepys were important people during the Great Fire of London.
- To know that the Great Fire of London was in 1666.
- To know that Samuel Pepys wrote an eye witness account of the Great Fire of London which has helped us to find out what happened.
- To know about the differences between artefacts from 1600 and now and to know about sources from the past.
- To know London changed since the fire of London in many ways.
  Name one:
  1) There is now a fire service.
  2) Houses are now concrete and built further apart.
  3) Streets are wider.
  4) People now have fire alarms.

D&T – How can we help King Charles I get water to the Great Fire of London?

- To identify how a range of toy modern fire engines move (explore the numbers, size and fixing of the wheels).
- To use own experiences (likes and dislikes) to design a moving vehicle using drawings and mock-ups.
- To start to learn how to draw a cuboid on squared paper.
- To use simple design criteria provided to them to help develop ideas.
- To be able to select from a range of tools, materials and components showing some consideration for their characteristics.
- When using tools, to learn how to mark out, hold, cut and join materials.
- To know that the chassis is the frame of a vehicle.
- To know that wheels must be fixed to an axel.
- To know that axels must run freely within the holders for the vehicle to move easily.
- To use all skills learned to make a moving 'fire engine'.
- To evaluate their finished vehicle and compare it to their plan.

Innovator: Henry Ford

PSHE – What do I need to do to keep my body healthy?	Indoor and Outdoor PE
• To know what I need to keep my body healthy. Knowledge: To give 3 examples of how to keep my body healthy (food, exercise, wellbeing). • To be able to explain what makes me feel relaxed and what makes me feel stressed. • To have a strategy to use when feeling stressed e.g. count to 10, deep breath, take a break. • To understand how medicines work and how to use them safely. Knowledge: To explain how medicines help us when we are ill and give 2 examples of how to use them safely (from an adult we trust, only the prescribed dose). • To identify food groups and know which foods I need to keep my body healthy. • To be able to identify the different food groups- fruit and vegetables, carbohydrates, dairy, proteins and fats (explored in science lessons). • To create healthy snacks and know why they are good for my body (healthy muffin making). • To know that I should eat more of some foods (fruits and vegetables) and less of others (fats) (explored in science and DT lessons). • To know which foods to eat to give my body energy (explored in DT lessons). Knowledge – that carbohydrates give my body energy (name 2 types of food in this food group).	**Indoor – Yoga** • To copy and repeat yoga poses. I can copy, remember and repeat yoga flows. • To develop an awareness of strength when completing yoga poses. I can use clear shapes when performing poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. I can move from one pose to another thinking about my breath. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow. Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Emotional: independence **Outdoor – Striking and fielding 2** • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. -Work well in small groups -Give and receive positive feedback within a group -Use simple rules (safely, fairly and honestly) -Co-operate in groups -Use appropriate words (sportsmanship)

RE – What is Easter really about?	Music
• To know the key events in the Easter Story. • To know that on Palm Sunday Jesus rode into Jerusalem on a donkey. • To know that the last supper was on Maundy Thursday. • To know that Good Friday was the day of Jesus' crucifixion. • To know that on Easter Sunday Jesus rose from the Dead. • To be able to name Some Easter traditions and their significance. I can identify important symbols and use words correctly when describing religious festivals and celebrations.	**Improvise and compose** • Create action patterns in 2- and 3-time. **Listen and appraise** • To know that the beat in music is the steady pulse that you feel like a ticking clock. It's the beat you would naturally clap along to. • Listen actively and mark the beat by tapping, clapping, and swinging to the music • Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). • Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. • To know that beats can be grouped in to 2,3, or 4 beat patterns • Move freely and creatively to music using a prop. • To know that *rhythm* is a pattern of long and short notes **Improvise and compose** • To know that *duration* is how long a sound is. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. • To know that *dynamics* are how loud and quiet a piece of music is. .