

# Whaley Thorns Primary School

## Year 2 Spring Planning 2023-2024



### Our Reading Curriculum



Theme:  
Appreciating our diverse world

Concept:  
Well-being

Topic: The Great fire of London

### English

#### SPAG

To continue to apply phonic knowledge to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught in phonics and the spelling rules we have learnt in Bridge to spelling. To read most words containing common suffixes and read all Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. To write correctly punctuated exclamations and questions and understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To use commas to separate items in a list and begin to use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To use apostrophes of omission for contractions and use possessive apostrophes for regular singular nouns. To use a range of time conjunctions in writing such as: first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end. To join two sentences to create a compound sentence using the coordinating conjunctions: so, and, or, but E.g. The man walked his dog, and it started to rain.

#### Reading

To check that the text makes sense to them as they read and to correct inaccurate reading and become increasingly familiar with and to retell a wide range of stories. Both fact and fiction, looking at historical events and texts e.g The Great Fire of London, and to read these with fluency and purpose. To discuss the sequence of events in books and how items of information are related and recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text and make links. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To make inferences on the basis of what is being said and done and to predict what might happen on the basis of what has been read so far in a text.

#### Writing

This term we will be exploring The Baker's Boy and the Great Fire of London by Tony Bradman from this our fiction outcome will be to produce a senses setting description. Our non-fiction outcome will be to create a diary recount of one of the characters in the story. Our second key text for Spring term is Paddington by Micheal bond our fiction outcome will be to write a character description of Paddington. Our non-fiction outcome will be to create and write a postcard form London. To understand which letters, belong to which handwriting 'families' and to use cursively form lower case letters of the correct size, relative to one another, in preparation for joining. To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters. To understand the difference between a simple sentence and a compound sentence. Identify simple sentences and compound sentences when reading and writing. Change simple sentences into compound sentences by adding conjunctions.

### Mathematics

#### Money

To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and recognise and know the value of different denominations of coins and notes. To find different combinations of coins that equal the same amounts of money and solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

#### Multiplication and division (1)

To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher and calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.

#### Multiplication and division (2)

To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

#### Length and height

To solve problems with addition and subtraction and choose and use appropriate standard units and estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

To compare and order lengths, mass, volume/capacity and record the results using >, < and =. To use concrete objects and pictorial representations, including those involving numbers, quantities and measures.

#### Mass, capacity and temperature

To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

To compare and order lengths, mass, volume/capacity and record the results using >, < and =.

### Science

#### Can you choose suitable materials for different purposes?

##### (Uses of everyday materials)

To Identify different materials and their uses and to understand what a material is and know the properties of a variety of everyday materials.

To Explain why some materials are suitable for specific uses and understand how to select the right materials to build a bridge. Explore and test the stretchiness of materials.

To understand materials can change their shape by twisting, bending, squashing or stretching. Learn about Charles Macintosh and explore how materials are suitable for different purposes. Discover which materials change shape when making a road with John McAdam.

#### What do animals and humans need to survive?

##### (Animals including humans- Growth)

To Describe the needs of animals for survival and understand the basic needs of animals, including humans. Explain how animals adapt and survive by ensuring their basic needs are met.

To describe what a healthy, balanced diet looks like.

To investigate the impact of exercise on our bodies and investigate the importance of hygiene.

To Understand what humans need to survive.

To explain what humans need to survive. To know the difference between basic human needs and the things humans want.

### Humanities

#### History

##### The Great Fire of London

To know where London is and that a great fire engulfed London in the past.

To know that they found it difficult to control the fire and that much of what we know about the fire comes from the diary of Samuel Pepys.

Know how fire fighting equipment has changed over the years.

To explore the key questions: How do we know the fire happened in the first place? Why did the fire spread so quickly and burn for so long? How has the way we tackle fires changed over the years? Why do we still have problems with different types of fires even today? How did the Great Fire of London improve the capital?

##### How have the Victorians influenced our lives today?

To know what is meant by the term 'industrial revolution' and how it changed different towns and cities in Britain.

To know what life was like for most Victorian children.

To know what life at home was like for most Victorian people.

To explore the key questions: How do we know what life was like for the Victorians? What do we mean by the industrial revolution? What was it like for most children during the Victorian Era? What games did children play in the Victorian Era? What was home life like for most Victorian people.

### Expressive Arts & Design

#### Sculpture (Clay Houses) (History Link – Great Fire of London) Artist Study - Augusta Savage

Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.

**Painting (Life in Colour) Artist Study – Henry Matisse** Developing colour mixing skills, learning about the work of Henry Matisse and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.

**Easter extravaganza- DT textile pouches.** Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.

**Music Inventing a musical story** Rainbows- Pop, Hands, Feet, Heart- Kwela, All Around The World Style- Pop Understanding Music Improve Together Listen and Respond.

To keep a steady beat when improvising and listen to the music carefully, move to the music.

To play or clap simple rhythmic patterns using long and short sounds and clap four-beat rhythms, creating long and short sounds.

To respond to the questions and use any musical words that you know.

Explore your feelings and thoughts towards the music

#### Recognising sounds into the world.

To understanding Music Improve Together Listen and Respond Let's find and keep a steady beat. T

To play or clap simple rhythmic patterns using long and short sounds and clap four-beat rhythms, creating long and short sounds

To respond to the questions and use any musical words that you know. And explore your feelings and thoughts towards the music. The Music Man Style- Pop/Marching Band, Let's Sing Together Style- Gospel.

### RE

#### 1.2 Who is a Muslim and what do they believe?

To talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).

To re-tell a story about the life of the Prophet Muhammad (A2).

To recognise some objects used by Muslims and suggest why they are important (A2).

To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

#### 1.1 Who is a Christian and what do they believe?

To talk about some simple ideas about Christian beliefs about God and Jesus (A1).

To re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).

To talk about issues of good and bad, right and wrong arising from the stories (C3).

To ask some questions about believing in God and offer some ideas of their own (C1).

### Computing

#### Digital photography

To explain the process of taking a good photograph.

To take photos in both landscape and portrait format. To explain why a photo looks better in portrait or landscape format.

To understand What should I ask online and Its my choice.

### PSHE & RSE

#### Difference and diversity- being responsible

Core Themes: Living in the Wider World. To Identify how they can contribute to the life of the classroom and school

To construct and explore the importance of rules and explore and understand that everyone has rights and responsibilities. To identify what improves and harms their environments. Recognise what is fair/unfair, right/wrong, kind/unkind.

#### Being me- Money matters To

Recognising what money looks like. To identifying how money is obtained and understanding the ways money can be used. To understanding how to keep money safe and what influences choices.

### PE

#### Health and fitness- Yoga/ Gymnastics

To breath in and out with counts to 5.

To relax my body to music and perform basic stretches.

To meditate and perform basic shapes and body conditions.

To perform different ways of travelling.

#### Team games A & D

To dribble a football with control.

To move a ball using different methods.

To throw and catch accurately.

To perform attacking and defensive skills in a game

Enrichment- Places of Worship Theme Week, NSPCC Number day, Mental Health Awareness Week, World Book Day, Poetry Afternoon, Easter Eggxtravaganza.