

Lowe's Wong Infant School

Half Termly Overview

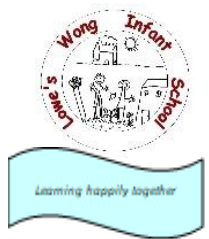


Year 2 - Spring 2

Enquiry Theme	What did The Great Fire of London teach us?
British Values & School rules	Democracy Rules of Law
Real life application	Create a classroom exhibition on the Great Fire of London
Visits and Visitors	Great Fire of London workshop
English (core texts and genres)	<ul style="list-style-type: none"> • <u>'The Great Fire of London'</u> Emma Adams Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates <u>Main Outcome:</u> Know how to write information booklets. <ul style="list-style-type: none"> • <u>'The Owl and the Pussycat'</u> Edward Lear Letters, interviews, lists, instructions <u>Main Outcome:</u> Know how to write a rhyming poem.
Maths	<p style="text-align: center;">Length and Height</p> <ul style="list-style-type: none"> • Know how to measure length in cm and metres. • Know how to compare lengths and heights using relevant vocabulary and < >. • Know how to order objects by length/height. • Know how to solve word problems using addition, subtraction, multiplication and division involving length/height. <p style="text-align: center;">Money</p> <ul style="list-style-type: none"> • Know how to identify standard UK coins and notes. • Know how to count money in pence. • Know how to count money in pounds (notes and coins). • Know how to make a given amount using notes and coins. • Know how to make a pound knowing that £1 = 100p. • Know how to create equal amounts of money using different coins. • Know how to compare amounts of money using appropriate vocabulary. • Know how to find a total cost and to find the difference in price of two objects. • Know how to calculate change from £1. • Know how to solve 2 step word problems.
Science	<p style="text-align: center;">Plants (light and dark)</p> <ul style="list-style-type: none"> • Know that plants need water, light and suitable temperature to grow and stay healthy. <u>Working scientifically</u> – Know how to observe closely, using simple equipment. Know how to ask simple questions and recognise that they can be answered in different ways. Know how to perform simple tests. <p style="text-align: center; background-color: #ff00ff; display: inline-block; padding: 2px;">Living things and their habitats</p> <ul style="list-style-type: none"> • Know that different habitats provide for different needs including microhabitats. • Know that animals and plants depend on each other. • Know how to identify and name a variety of plants and animals in their habitats, including microhabitats. • Know that animals obtain their food from plants and other animals using a simple food chain.

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	<ul style="list-style-type: none"> • Know how to identify and name different sources of food. • Know that something that is living, dead, or never been alive has different characteristics. <p><u>Working scientifically</u> – Know how to gather and record data to help in answering questions. Know how to use their observations and ideas to suggest answers to questions. Know how to identify and classify. Know how to observe closely, using simple equipment.</p>
RE	<ul style="list-style-type: none"> • Know how to recall and name some key figures in stories studied and explain what they did – The Story of Easter.
History	<ul style="list-style-type: none"> • Know that events and objects can be sequenced in chronological order and give reasons for their order. • Know that periods in time have similarities and differences to the present time and to make connections with the past. • Know that they can use evidence to recognise why people did things, why events happened and what happened as a result? • Know that there are significant people beyond living memory – Samuel Pepys. • Know that a range of sources can be used to ask and answer questions about the past. • Know that they can show knowledge and understanding in different ways: drawing, writing, talking and role play.
Geography	<p><i>Geography is not a driver or enhancer this half term</i></p>
Music	<p style="text-align: center;">Zoo time Style of main song: Reggae Unit theme: Reggae and animals</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know five songs off by heart. • Know that songs have a musical style. • Know how songs can tell a story or describe an idea. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that rhythms are different from the steady pulse. • Know that we add high and low sounds, pitch, when we sing and play our instruments. • Know how to use pulse, rhythm and pitch when playing musical games (Year 2 Games). <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know and sing five songs from memory. • Know that songs include other ways of using the voice, e.g. rapping (spoken word). • Know how to use their voice to sing notes of different pitches (high and low). • Know how they can make different types of sounds with their voices – you can rap (spoken word with rhythm). <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know the names of the notes in their instrumental part from memory or when written down. • Know how to treat instruments carefully and with respect. • Know how to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Know how to play the part in time with the steady pulse. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

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	<ul style="list-style-type: none"> • Know that everyone can improvise, and you can use one or two notes. • Know how to improvise using the three challenges. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Know how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know that a performance is sharing music with an audience. • Know that a performance can be a special occasion and involve a class, a year group, or a whole school. • Know how to choose a song they have learnt from the scheme and perform it. • Know they can respond to a performance to say how they were feeling about it.
Art	<p><i>Art is not a driver or enhancer this half term.</i></p>
D&T	<ul style="list-style-type: none"> • Know that materials can be measured. • Know that levers and sliders can be used to create movement.
PE	<p style="text-align: center;">Gymnastics- Pathways</p> <ul style="list-style-type: none"> • Know how to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together. • Know how to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus. • Know how to apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together. • Know how to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus. • Know how to apply 'champion gymnastics' to create pupils' own sequences. • Know how to perform their completed sequences. <p style="text-align: center;">Ball skills- Hands 2</p> <ul style="list-style-type: none"> • Know how to execute an underarm throw. • Know that we need to be accurate when we throw. • Know how to collaborate. • Know how to work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game. • Know how to throw underarm to beat their opponent. • Know how to throw overarm, applying their understanding of overarm throwing to win a game. • Know how to apply the principles of attack vs defence in a competition.
Computing	<p style="text-align: center;">Coding Unit 2.1</p> <ul style="list-style-type: none"> • Know how to explain what an algorithm is. • Know how to create a computer program using an algorithm. • Know how to create a program using a given design. • Know how to understand the collision detection event. • Know that algorithms follow a sequence. • Know how to design an algorithm that follows a timed sequence. • Know that different objects have different properties. • Know that different events do different things in code. • Know how to create a program using a given design. • Know and understand the function of buttons in a program. • Know that debugging has a meaning. • Know that there is a need to test and debug a program repeatedly. • Know how to debug simple programs.

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Learning happily together

PSHE

Rights and Respect

- Know how to describe and record strategies for getting on with others in the classroom.
- Know how to explain, and be able to use, strategies for dealing with impulsive behaviour.
- Know how to identify special people in the school and community who can help to keep them safe.
- Know how to ask for help.
- Know that there are benefits and the risks of the internet.
- Know how to recognise ways to stay safe online.
- Know that talking to strangers online is a risk.
- Know that we should never share personal information online.
- Know that people have choices about what they do with their money.
- Know that money can be saved for a use at a future time.
- Know how they might feel when they spend money on different things.
- Know that money can be spent on items which are essential or non-essential.
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
- Know how to identify what they like about the school environment.
- Know how to identify any problems with the school environment (e.g. things needing repair).
- Know how to make suggestions for improving the school environment.
- Know that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment.