

Year Group: 2 Curriculum Planning Advent 1 2021

Class Teachers: Mrs Harrison & Mrs Astley (Mondays) Student Teacher: Miss Philbin Teaching Assistant: Miss Carroll

PSHE – Me and my relationships

- All about me
- What makes me special
- Me and my special people
- Who can help me?
- My feelings.

Word of the Week

- Encounter
- Belonging
- Learning
- Inclusion
- Rosary
- Diversity

R.E.

Beginnings
Signs & Symbols
Preparing

CREATIVE ARTS

Music: Provider – Rhythms using drums.
PE: Provider x1 session
Gymnastics (travelling, jumps and rolls)
Art: Learning from paintings & sculptures of TGFOL
– linked to history, colour mixing (exploring hot and cold colours) and considering materials material textures. (Drawing/Painting/Collage) Can you use charcoal/sketching pencil to create a 'Great Fire' drawing considering line, shape, tone? Can you use collage and paint techniques to depict TGFOL?

HUMANITIES: History: How can we find out about The Great Fire of London (TGFOL)? What evidence do we have and how can we interpret it? When did it happen? Why did it occur? How did it start/end? What was the sequence of events?

Geography: Where is London and what is special about this city? Can you identify some human features of London? To learn about the countries, surrounding seas and capital cities of the UK. How can we use maps (coordinates, keys, symbols) to find out about London?

CENTRAL THEME

How is the past remembered?
(Famous Events:
The Great Fire of London - TGFOL)

Technology: Computing

Hector's World animated series – learning about safe online practices and digital citizenship.
Research and interactive games to support learning about TGFOL.

ENGLISH- 'The Great Fire of London'

Weekly reading comprehension – fiction & non-fiction using topic context.

X3 weeks **Diary Writing** using the context of 'Firecat' by Pippa Goodhart & Samuel Pepys

X3 weeks **Traditional Story:** Dick Whittington

SPaG – Capital letters, full-stops, question and exclamation marks, coordinating conjunctions (and but), subordinating conjunction (because), statement/question/exclamation, noun/verb/adjective, expanded noun phrases, verb choices, subject-predicate-stop.

Daily phonics phase 5 – Long Vowel Alternative Spellings & Y2 common exception words

MFL-French

Provider - learning greetings and numbers to 60.

SCIENCE: Materials

Can you identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?

Context: materials used to build homes comparing past/present. How have the materials we use changed throughout time?

WS: Can you use other people's ideas to help you find out about something? Can you ask your own questions about our science topic? Can you sort and classify, make simple observations and use simple standard measurements? Can you make comparisons using scientific vocabulary?

Investigation: Which materials would be best for making a bucket to carry water?

Differentiation

Teacher and TA support differentiation through task, time, intervention or outcome.

Provision Maps for pupils with SEN

Support resources (word banks/writing frames/ICT, visual timetable etc where appropriate)

MATHS: (White Rose)

Daily Practice – Number Fluency
Number and Place Value
Addition and Subtraction