Moorfield Primary School

Year 2 Spring Term Overview

Topic:	Spring 1: London's Burning	Spring 2: The Home Front
SMSC	Courage and Forgiveness	
PSHE and RSE:	**Living in the wider world**	
	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community.	**Media literacy and digital resilience** The internet in everyday life; online content and information.
		Money and work What money is; needs and wants; looking after money.
English: 	**The Great Fire of London: Information booklets** Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates **A Walk in London: 'A Walk in…..guidebooks'** Recounts of a trip around a local area, statements of information (Additional tasks from English Quest) Read extracts from Samuel Pepys' diary. Compare two different versions of the Great Fire of London. Write a recount/report of the fire. Write instructions for fire safety. Create descriptive poems about fire.	**The Lion and the Unicorn (Class Story)** **The Dragon Machine: Own version dragon stories** Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters **The Bear and the Piano: Own version narratives about bravery** Letters of advice, short news reports, writing in role, retellings, information posters (Additional tasks from English Quest) Read and reply to letters from evacuees. Write non-chronological reports based on rationing, building shelters, life as an evacuee etc. Read stories such as The Lion and the Unicorn.
Maths:	**Multiplication and Division** The pupil can: - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins) The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5). The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). **Relationships between numbers** The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).	**Geometry** The pupil can: - recognise and name triangles, rectangles, squares, circles from a group of shapes or from pictures of the shapes - describe properties of 2-D shapes lines of symmetry - recognise and name cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes - describe properties 3-D shapes (e.g. the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square) - describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number. **Fractions** The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole **Fractions** The pupil can find and compare fractions of amounts (e.g. 1/4 of £20 = £5 and 1/2 of £8 = £4 so 1/4 of £20 is greater than 1/2 of £8).

Maths cont…	**Statistics** Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
Science:	**Animals, including humans** • notice that animals, including humans, have offspring, which grow into adults; • find out about and describe the basic needs of animals, including humans for survival (water, food and air); • describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. **Plants** • observe and describe how seeds and bulbs grow into mature plants; • find out and describe how plants need water, light and suitable temperature to grow and stay healthy. •	
History:	Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.	Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war. Find out about the lives and experiences of children during the war.
Geography:	Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.	Use maps of the UK to identify countries and major cities. Locate areas where children were evacuated from and to. Study how the landscape of the UK changed during and after the war. Focused study of own locality and how it was affected by the war.
DT:	**Mechanisms –** Wheels and Axles To design and make model houses in the style of those during the Great Fire. Design a monument as a memorial.	**Structures -** Baby Bear's Chair Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.
Computing:	**Programming A – Robot algorithms** To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program (series of commands). To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.	**Data and information – Pictograms** To recognise that we can count and compare objects using tally charts. To recognise that objects can be represented as pictures. To create a pictogram. To select objects by attribute and make comparisons. To recognise that people can be described by attributes. To explain that we can present information using a computer.
Music:	Charanga Unit: I wanna play in a band Create a short piece of music to tell the story of the Great Fire.	Charanga Unit: Zoo time
Art:	Use pastels and chalks to create a portrait of the Great Fire in the style of famous artists of the time.	War time posters – Dig for Victory etc. – create own. Create drawings based on landscapes/the countryside 'a view from the train'.
PE:	**Gymnastics** **Dance** – Olympics	**Dance –** The Lion Kingdom **Bat and Ball Games** - Tennis
RE:	**BELIEVING** - Who is Jewish and what do they believe?	**BELIEVING -** Who is Muslim and what do they believe?
Spanish:	(Language Angels) Instruments	