



# Heapey Class St. Joseph's Theme Overview Spring 2



## Spring 2 Theme – What came first the toilet or the light bulb?

This topic focus is history. We as historians will comparing the lives and achievements of significant individuals from the past and in particular the advances in communication. For design technology we will make our own moving vehicle after learning about wheels and axels.

### Learning Challenge Questions:

History What did Caxton do that was so important to us today? How did Caxton help to change the way books were made? How and why should Caxton be remembered? How did Bell manage to make a telephone work so long ago? And why did he want to? Why was Bell's invention so important? Then and now? How has the telephone improved since the days of Bell?

DT- How does a wheel go round on a car? How can I make a vehicle with wheels that moves?

Computing- Can we believe everything we see on the internet? How do people alter real images?

### Core Subjects

#### READING

We will develop a love of reading through the shared reading of quality texts. We will develop our independent reading skills through phonic lessons and one to one reading.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow.
- Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.
- Read further common exception words, noting tricky parts (see Year 2 list below).
- Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group.
- Orally retell simple stories, fairy tales and traditional tales as part of a group.
- Recognise the use of repetitive language within a simple story.

#### WRITING

Our first focus will be explanation texts and producing our own explanation on how a cracking contraption works. We will look at the cracking contraption of Wallace and Gromit and write an explanation of how the 'Snoozatron' works. We will use this as a model to explain how a cracking contraption of our own design works.

#### **Comprehension**

- Retrieve and record information from non-fiction books that are presented in different ways
- Ask and answer questions

#### **Grammar & Punctuation**

- Use subordination (*because*)
- Use co-ordination (*and, so*)
- Apostrophes for singular possession (*the polar bear's fur...*)

#### **Text Structure & Features**

- Write for different purposes
- Understand the structure of non-fiction books

#### **Plan, Draft, Edit & Evaluate**

- Plan/say aloud what they are going to write

#### COMPUTING

Using the DARES approach to computing.

Children will learn to digitally edit images using 'Pic Collage'

Children will learn to question how pictures are created and learn- Why is it important to question the authenticity of what we see online?

Photography and Digital Art

- I can edit a photo with simple tools
- I can begin to cut out an image to layer on another image.
- I can cut images with accuracy to layer on other images.

Self Image and Identity

- I can explain how other people's identity online can be different to their identity in real life.
- I can describe ways in which people might make themselves look different online.

<ul style="list-style-type: none"> <li>• Learn and recite a poem.</li> <li>• Make personal reading choices and provide recommendations to others.</li> <li>• Choose favourite words and phrases from a text.</li> <li>• Identify unfamiliar words within the context of a text and discuss meanings as a group.</li> <li>• Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</li> <li>• Pose and orally rehearse questions prior to reading non-fiction texts.</li> <li>• Recognise when a text does not make sense while reading.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.</li> <li>• Discuss their understanding of a text and give opinions e.g. I wouldn't like to live next door to those noisy pirates!</li> <li>• Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone.</li> <li>• Draw inferences about characters from the text e.g. what is the character thinking, saying and feeling?</li> <li>• Make predictions based on what has been read so far and give reasons.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Make contributions to discussions about texts in different group situations, e.g. pairs, guided groups.</li> <li>• In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because...</li> </ul>	<ul style="list-style-type: none"> <li>• Write down key words/ideas/vocabulary</li> <li>• Evaluate own writing with teacher/other pupils</li> <li>• Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form</li> </ul> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<ul style="list-style-type: none"> <li>• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Inference, retrieve, deduction, vocabulary, skim, scan, author, non-fiction fiction</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Explanation, reason, noun-phrase, noun, verb, adjective, joining word, time word, full stop, comma, exclamation mark, question mark, full sentence introduction, subheading, title, bullet point</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Cut, layer. alter, edit, crop, image, authentic, self image</p>
<p style="text-align: center;"><b>Help me at Home by:</b></p> <p style="text-align: center;">Listening to me read every night.</p> <p style="text-align: center;">Read me a bedtime story.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p style="text-align: center;">Encourage me to go on Spelling Shed to learn my spellings. When I write remind me to park my pencil and check what I have written.</p>	<p style="text-align: center;"><b>Help me at Home by:</b></p> <p style="text-align: center;">Keeping me safe whilst using technology. Explaining that not everything we see, read and hear from the internet is true</p>

## MATHS

### Multiplication and Division

- Recognise equal groups.
- Make equal groups.
- Add equal groups.
- Multiplication sentences using the x symbol.
- Multiplication sentences from pictures.
- Use arrays.
- 2 times-table.
- 5 times-table.
- 10 times-table.
- Make equal groups- sharing
- Make equal groups-grouping
- Odd and even numbers
- Divide by 2
- Divide by 5
- Divide by 10

### Length and Height

- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

### Mass, capacity and temperature

- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity
- temperature

## RE

### Giving – This topic is about Lent and our preparations for Easter.

- To be able to ask and respond to questions about their own and others' experiences and feeling of using the opportunities that are offered to choose good.
- To be able to ask questions about what they and others wonder about how people make choices and realise that some of these questions are difficult to answer.
- To be able to retell the some of the events of Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday.
- To be able to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.
- To be able to describe some ways in which Christians use the time of Lent, to find ways of helping others.

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>represents, equal to, repeated addition, array, row, column, lots of, groups of, times, ..., ones, twos, threes, fives, tens, exchange, digit, place, place value, represents, equal to, repeated addition, array, row, column, lots of, equal groups of, divide, divided by, divided into, share (equally), how many... in...?, left(over), remainder, halve, sequence, continue, predict, rule</p> <p>measure, size, compare, estimate, guess, roughly, about the same as, exact(ly), measuring scale, length, width, height, depth, long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin (adder and-est to all of these), ruler, metre stick, tape measure, metre, centimetre, mass, weigh, balance, heavy, light (adder and-est to these), kilogram, half-kilogram, gram, scales</p>		<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Encourage me to learn my times tables</p> <p>Spend 10 minutes a day on hit the button- number bonds, doubles, halves, 2, 5 and 10 times tables</p>		<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Take me to Church on Easter Sunday. Discuss / read the Easter Stories and ways in which people make a new start during Lent.</p>
<p><b>Foundation Subjects</b></p>		
<p style="text-align: center;"><u>PHSE</u></p> <p>During PSHE our theme will be- <b>What can help us grow and stay healthy?</b></p> <ul style="list-style-type: none"> <li>• what keeping healthy means; different ways to keep healthy</li> <li>• foods that support good health and the risks of eating too much sugar</li> <li>• how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• why sleep is important and different ways to rest and relax</li> <li>• how to keep safe in the sun and protect skin from sun damage</li> <li>• different ways to learn and play; recognising the importance of knowing</li> </ul>	<p style="text-align: center;"><u>HISTORY</u></p> <p>During history we focus on comparing the achievements of individuals within a linked theme-in this case communication in a topic called 'spreading the word'. We have chosen Caxton as well as Bell because it was said that his printing press was one of three development that changed the world at the time, along with gunpowder and the compass!.. By comparing two individuals from different periods (roughly 500 years ago , 150 years ago and today) pupils deepen their understanding of change over time a key concept for Y2 pupils. The final part of our learning looks at changes in telephones over the last 100 years bringing it right up-to-date for young pupils. We will also explore Sir Tim Berners Lee and the internet.</p>	

<ul style="list-style-type: none"> <li>when to take a break from time online or TV</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of artefacts, pictures, stories and online sources to answer historical questions</li> <li>Understand different representations of the past by drawing comparisons</li> <li>Ask a wide range of questions about the past using parts of stories and sources</li> <li>Describe and understand the significance of historical events beyond living memory (nationally or globally)</li> <li>Describe key people from the past who have contributed to national and international achievements and understand their significance</li> <li>Place key dates /eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods</li> <li>Know about local historical events, people and places</li> <li>Use a wider range of historical vocabulary eg decade, century, source</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Health, wellbeing, balanced diet, protection, risks, healthy, learn, know, concentration,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Communication, chronology, century, oldest, newest, modern, old-fashioned, route, date, era, impact, change,</p>	
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Plan healthy meals and let your child help make them. Be active with your children. Limit the amount of time they spend on TV's and mobile devices.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Research a famous inventor. If you have any old technology explore these with your child. Visit a museum</p>	
<p style="text-align: center;"><u>PE</u></p> <p>Swimming</p> <ul style="list-style-type: none"> <li>Jump from the poolside safely</li> <li>Blow bubbles underwater with nose submerged</li> <li>Regain upright position from a back or front float</li> <li>Push and glide from the side of the pool</li> <li>Swim x10m using a range of different strokes</li> <li>Have a knowledge of water safety</li> </ul> <p>Games</p> <p>Net. ball and wall</p> <ul style="list-style-type: none"> <li>Demonstrate how to catch a ball</li> </ul>	<p style="text-align: center;"><u>MUSIC</u></p> <p>All the learning in this unit is focused around one song: Friendship Song</p> <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p style="text-align: center;"><u>DESIGN TECHNOLOGY</u></p> <p>Through DT we will design, make and evaluate a moving vehicle with wheels and axels</p> <p style="text-align: center;">Design, make, evaluate</p> <ul style="list-style-type: none"> <li>Join appropriately for different materials and situations e.g. glue, tape.</li> <li>Try out different axle fixings and their strengths and weaknesses.</li> <li>Make vehicles with construction kits which contain free running wheels.</li> <li>Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> <li>Cut dowel using hacksaw and bench hook.</li> </ul>

<ul style="list-style-type: none"> <li>• Show a side gallop</li> <li>• Show the ready position</li> <li>• Catch a ball from the ready position</li> <li>• Strike a ball to a partner</li> <li>• Strike a ball with accuracy</li> <li>• Apply tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about voices singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</li> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Attach wheels to a chassis using an axle.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p style="text-align: center;">Front crawl, breaststroke, backstroke, safety</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p style="text-align: center;">appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p style="text-align: center;">vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used design, make, evaluate, purpose, user, criteria, functional</p>
<p style="text-align: center;"><b>Help me at home by:</b></p> <p>Take your child swimming and let them show off their new skills and confidence.</p>	<p style="text-align: center;"><b>Help me at home by:</b></p> <p>Listening to music, discussing favourite music and the instruments they can hear etc.</p>	<p style="text-align: center;"><b>Help me at home by:</b></p> <p>Make a moving vehicle either with junk modelling, lego or any other resources you can think of. Try to include wheels and axels</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">To support our DT learning we will have a visit from a mechanic that has travelled the world with Bentley.</p>		