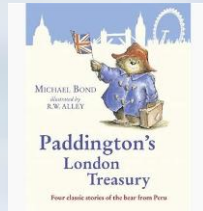
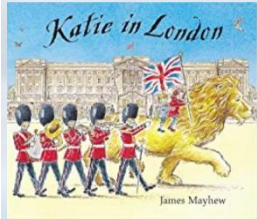


## Year Two

### Spring Term – 'Looking at London'

As readers, these are some of the texts our children will use to support their learning:



#### Wordless Picture

'Flotsam' by David Wiesner

#### Non-Fiction

Letters

#### Fiction

'Toby and The Great Fire of London' by Margaret Nash

'Katie in London' by James Mayhew

'Paddington London's Story Treasury' by Michael Bond

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

Setting descriptions

Storyboards

Diary entries

Newspaper reports

Letter/post card – recounts

Poems

#### Marshland Moments

Perform a poem for an audience

Meet a new animal

Have a carpet picnic

#### Key Events

##### The Purple Pig Company

Visitors to the academy who show children a range of different animals

##### National Emergency Museum

Educational visit

As mathematicians, our children will know and remember skills in these units:

Money

Multiplication and division

Time

Shape

<p><b>As scientists, our children will work scientifically by:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="1126 229 1581 539"> <p><b>Animals - Life of an Animal</b></p> <ul style="list-style-type: none"> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>- find out about and describe the basic needs of animals, including humans, for survival (air, water and food)</li> </ul> </td> <td data-bbox="1581 229 2033 539"> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> </td> </tr> </table>		<p><b>Animals - Life of an Animal</b></p> <ul style="list-style-type: none"> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>- find out about and describe the basic needs of animals, including humans, for survival (air, water and food)</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
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<p><b>As designers and users of technology, our children will develop their technical knowledge:</b></p> <p><b>Mechanisms – Slider and Levers</b></p> <p><b>Existing Products: story books with moveable parts</b></p> <p>Can children create a moving scene to tell a part of the story of The Great Fire of London?</p> <p><a href="#">Link: History – The Great Fire of London</a></p>	<p><b>As artists, our children will investigate:</b></p> <p><b>Painting and Printing</b> Artist: Michael Tompsett</p> <p><b>Outcome: Silhouette of the London Skyline</b></p> <p><a href="#">Link: History – The Great Fire of London</a></p>			
<p><b>As geographers, our children will be:</b></p> <p><b>Contrasting non-European country</b></p> <p>Compare London &amp; Cairo Continents &amp; Oceans</p> <p><a href="#">Links: History – The Great Fire of London and Ancient Egypt (Y3)</a></p>	<p><b>As historians, our children will develop an understanding of:</b></p> <p><b>LOOKING AT LONDON</b></p> <p><b>What changes happened after the Great Fire of London?</b></p> <p><b>Events beyond living memory</b></p>			
<p><b>In Personal, Social and Health Education, our children will study:</b></p> <p>Dreams and Goals – <i>talk about working co-operatively in a group to create an end product.</i></p> <p>Healthy Me - <i>making healthy snacks and explaining how they are good for our bodies.</i></p>				
<p><b>Developing their knowledge and skills in physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination in gymnastics</li> <li>- perform dances using simple movement patterns</li> </ul>	<p><b>As musicians, our children will:</b></p> <p><b>Inventing a Musical Story - <a href="#">How does music make the world a better place?</a></b></p> <p><b>Recognising Different Sounds - <a href="#">How does music teach us about our neighbourhood?</a></b></p> <p><b><a href="#">Untuned instruments &amp; resonator bells</a></b></p>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- What makes some places sacred?</li> <li>- How and why do we celebrate sacred times (Judaism)?</li> </ul>	<p><b>As computers and users of technology, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- staying safe online</li> <li>- effective searching</li> <li>- using art/ drawing tools to create pictures</li> </ul>			