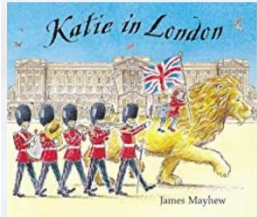


## Year Two

### 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

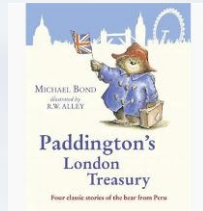
Letters

#### 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



#### 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 these basic skills:

#### Week 1-2 Measurement

Money

#### Week 3-7 Number

Multiplication and Division

#### Week 8-9 Measurement

Length and height

#### Week 10-12 Measurement

Mass, capacity and temperature

Our children will use the texts and the links to the curriculum to develop their skills as writers by using

- apostrophes to show contractions
- an exclamative sentence using What or How.
- the conjunction 'but'
- 'when' and 'if' as openers at the start of a sentence
- conjunctions 'because', 'that' and 'and' in non-fiction writing
- the conjunction 'or'
- commas in a list
- writing questions using a question mark

<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 531"> <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 2022 531"> <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>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>Health and well being Relationships Living in the Wider world</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> <ul style="list-style-type: none"> <li>- <b>Inventing a Musical Story</b> <ul style="list-style-type: none"> <li>- <a href="#">How does music make the world a better place?</a></li> </ul> </li> <li>- <b>Recognising Different Sounds</b> <ul style="list-style-type: none"> <li>- <a href="#">How does music teach us about our neighbourhood?</a></li> </ul> </li> </ul>			
<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>- Which books and stories are important?</li> </ul>	<p><b>As computers and users of technology, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- Robot algorithms</li> <li>- Data – Pictograms</li> </ul>			