

Gladstone Primary School Topic Plan Year 2 Term 1

History—The Great Fire of London

I can use words and phrases like: before, after, past, present, then and now.

I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.

I can give examples of things that were different when my grandparents were children.

I can find out things about the past by talking to an older person.

I can answer questions using books and the internet.

I can research the life of a famous person from the past using different sources of evidence.

Art

I can create tints with paint by adding white.

I can create tones with paint by adding black.

I can use different effects within an IT paint package.

I can mix brown.

Design

I can think of an idea and plan what to do next.

I can choose tools and materials and explain why I have chosen them.

I can join materials and components in different ways.

I can explain what went well with my work.

Physical Development

I can use one tactic in a game.

I can follow rules.

I can copy and remember actions.

I can change rhythm, speed, level and direction in my dance

Geography

I can name the capital cities of England, Wales, Scotland and Ireland.

Music—Composition : Duration - long and short of it.

Topic Title

FIRE

Literacy

Poetry (Fire) - Calligram

Recount—Great Fire of London

The Ginger Bread Man—Instructions, Story

Christmas—Poem (pattern), story, letter.

Numeracy

See objectives on short term plans.

Cross curricular maths

- money (bakery)
- Measures.

RE— Why is it important to show respect?

ICT

I know that it is not always possible to copy some text and pictures from the internet.

I can use the search engines agreed by the school.

I can send and receive email as a class.

I can recognise advertising on websites and learn to ignore it.

MfL

- Greetings
- Numbers

Science

Materials

Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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

Sound

Recognises that vibrations from sounds travel through a medium to the ear.

Can identify how sounds are made, associating some of them with something vibrating.

<u>Themed Areas / Book Areas</u>	<u>Visits / Visitors</u>	<u>Vocabulary</u>		
Themed areas constructed after consultation with pupils. Bakery/ fire engine	Visit to Ford Green Hall (Samuel Pepys) Longton fire station. Bunbury Water Mill	Topic vocab Bakery, fire, River Thames, blaze, escape, petrified, scared, leaping, diary, recount, events, past.		

Gladstone Primary School Topic Plan : Year 2 Term 2

Geography (focus on an island)

I can say what I like and do not like about the place I live in.
 I can say what I like and do not like about a different place.
 I can describe a place outside Europe using geographical words.
 I can describe some of the features of an island.
 I can describe the key features of a place from a picture using words like forest, hill, mountain, valley, beach, coast.
 I can name the continents of the world and locate them on a map.
 I can name the world oceans and locate them on a map.

Computing

I can use a range of instructions (e.g. direction, angles, turns).
 I can test and amend a set of instructions.
 I can find errors and amend. (debug)
 I can write a simple program and test it.
 I can predict what the outcome of a simple program will be (logical reasoning).
 I understand that algorithms are used on digital devices.
 I understand that programs require precise instructions.

Design

I can think of an idea and plan what to do next.
 I can choose tools and materials and explain why I have chosen them.
 I can join materials and components in different ways.
 I can explain what went well with my work.
 I can explain why I have chosen specific textiles.
 I can measure materials to use in a model or structure.

Physical Development

Swimming
 Games

Music

Compose– Pulse and rhythm—feel the pulse.

Topic Title

Treasure Island

MfL

Number

RE

Who is a Muslim and what do they believe?

Art

I can create tints with paint by adding white.
 I recognise when art is from different cultures.
 I can choose and use three different grades of pencil when drawing.

Literacy

See objectives on short term plans
 Pirate character descriptions
 Story writing (Pirates)
 Information texts—Pirates
 Poetry—Pirates

Numeracy

See objectives on short term plans
Cross-curricular maths
 Pirate problems
 Co-ordinates—maps and directional language.

Science

Can explore and compare the differences between things that are living, dead, and things that have never been alive.
 Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
 Can identify and name a variety of plants and animals in their habitats, including micro-habitats.
 Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Themed Areas / Book Areas

desert island beach
 Pirate ship
 Target wall

Visits / Visitors

Theatre (play in a day) visit

Vocabulary

See planning
 (island, physical features,
 human features, pirate vocabulary)

Gladstone Primary School Topic Plan : Year 2 Term 3

History

I can give examples of things that were different when my grandparents were children.

Geography

I can describe a place outside Europe using geographical words.
I can explain how jobs may be different in other locations.
I can explain how an area has been spoilt or improved and give my reasons.

Computing

I have begun to evaluate websites and know that everything on the internet is not true.
I can send and receive email as a class.
I know the difference between email and communication systems such as blogs and wikis.
I understand that algorithms are used on digital devices.

Art

To create a piece art in response to the work of another artist.(Lowry)
I can use a viewfinder to focus on a specific part of an artefact before drawing it.
I can create brown with paint.
I can create a piece of art in response to the work of another artist.

Design and Technology

Measure materials to use in a model or structure.
Describe the ingredients I am using.

P. E.

To participate in team games developing simple tactics for attacking and defending.
To master basic movements including throwing, running, jumping and catching as well as developing balance and co-ordination.

Topic Title **Charlie and the Chocolate Factory**

Music

To play tuned and un-tuned instruments musically.
To use their voices expressively and creatively by singing songs.

MfL

I can use set phrases.
I can name objects.

RE

Why do people tell stories? (Christianity, Islam, Judaism)
Who is an inspiring person? (Christianity and Islam)

Literacy

See objectives on short term plans
Non-fiction—info book on health and growth
Fiction—Roald Dahl—Unit 4 Read extended stories by significant author.
Character description—Roald Dahl
Non-fiction—flow diagram - (explain melting process, where chocolate comes from)
Non-fiction—instructions—(making a chocolate treat)

Numeracy

See objectives on short term plans
Cross-curricular links
Problem solving with chocolate chunks
Fractions with chocolate
Measuring our bodies, weighing
Data handling—favourite chocolate

Science

Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Can observe and describe how seeds and bulbs grow into mature plants.
Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

<u>Themed Areas / Book Areas</u>	<u>Visits / Visitors</u>	<u>Vocabulary</u>		
Cave/ rainforest/ choc factory Target wall—Chocolate bar/characters	Visit to Cadbury World.	Words to describe tastes, noises of machines. (cocoa pod, bean, Equator, rainforest, harvest, crop, Pulp, ferment, import, conveyor belt)		