



English	Maths	Science	Computing	Art	DT	Geography	History	Music	PE	RE	PSHE
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<p>Our Learning Value: Independence</p> 	<p>Healthy Mind – Relaxation (Relax Kids) Jigsaw (PSHE Scheme) SMSC – Using the Jigsaw scheme our focus is ‘Relationships.’ Mindfulness - We are mindful citizens through showing mutual respect for one another and being kind friends to all. We will be exploring aspects of mindfulness through circle times and stories. Relax Kids, Go Noodle yoga.</p>	<p>Healthy Body – Independence in dressing and undressing, hand washing, toileting etc. PE, Daily Go Noodle; movement and dance. PE – Sending and Receiving Forest School – Forest Food and Cooking</p>
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<p>Core 1 - Reading Our theme for this half-term is ‘Urban Metropolis’ and our first text will be ‘Rosie Revere, Engineer’ by Andrea Beaty. We will then move on to ‘The Great Fire of London’ by Emma Adams.</p> <p>Children will be encouraged to read for pleasure often at school during their free time. They will read to/with an adult 3x per week in a small group to help to build the key skills of decoding, prosody, fluency and comprehension. Each class will visit the school library each week where they can access a wide range of books and storytelling resources.</p>	<p>Core 2 - Writing The sequence of learning begins with children enrolling in Rosie Revere’s Engineering Academy and receiving an engineering challenge to design a new bridge for their local area. They will go on to make models of their bridge design and write an explanation about how it works. They will look at the different wacky inventions in the book and write guides/instructions and create posters to advertise one of these wacky inventions.</p> <p>The Great Fire of London will allow the children explore London in the present and the past, through the story of the great fire. Children compare the London of today and the London of 1666, using past and present tense. A sense of audience and purpose is heightened as children write a spiel for a tourism event and write a blurb for the Museum of London’s Great Fire exhibit.</p>	<p>Core 3 – Maths We will follow the ‘White Rose Maths’ Scheme of Learning. <i>Statistics Weeks 1-3:</i> Children will learn to make tally charts and how to use tables to represent and understand information. They will be introduced to pictograms as a way of representing data. The first pictograms they draw and interpret use one-to-one correspondence, where each symbol represents one item. They will then progress to drawing pictograms where the symbols represent 2, 5 or 10 items. <i>Position and Direction Weeks 4-5:</i> Children use the language of position, recapping and building upon learning from Year 1. They will describe movement and turns before progressing to exploring patterns that involve turns. <i>Consolidation Weeks 6+7.</i></p>
<p>Core 4 - Science This half term, our topic will be Making Connections. Children will describe how materials can be reused and will identify human-made and natural materials. They will identify suitable materials based on their properties and will identify a material to help plant growth. They will choose materials to create a suitable plant pot and identify and classify living things. We will work scientifically as we group based on characteristics, perform tests and gather data, and use observations to answer simple questions.</p>	<p>Core 5 – Computing Through the use of ‘Purple Mash’, children will focus on ‘Information Technology ‘<i>Presenting Ideas</i>’. They will explore how a story can be presented in different ways, to make a quiz about a topic and to make a presentation to the class.</p> <p>‘Making Music’ will be our second unit and we will learn to create, record and upload from a bank of sounds.</p>	<p>Core 6 – Physical Education In this unit, children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p>
<p>Lead 1 – DT Our topic this half-term is ‘Food’, with a focus on ‘preparing fruits and vegetables.’ Design: Design appealing products for a particular user based on simple design criteria and generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Make: Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. Evaluate: Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences and evaluate ideas and finished products against design criteria.</p>	<p>Lead 2 – History ‘What is a Monarch’ is our topic this half-term. Children will explore monarchy by finding out about King Charles III and will explore coronations by acting out the ceremony. They will discover how William the Conqueror became King by exploring the Bayeux Tapestry and they will explore how William the Conqueror ruled by investigating Norman castles. We will analyse how effective castles were by exploring their features and we will evaluate how the monarchy has changed over time.</p>	<p>Cultural Diversity - Music/Festivals RE– This enquiry investigates ‘Does visiting the synagogue help Jewish children feel closer to God?’ Music – Children will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will learn to read simple rhythmic notation including crochets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean.</p>

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Term: Summer 2 2025	Year: 2	Topic name: Urban Metropolis	
<p>Rationale: <i>Rosie Revere, Engineer:</i> This lyrical text follows Rosie who absolutely loves engineering and inventing. A vital text, not only to ignite passions about design and technology, but to learn about problem solving and perseverance. It is also a super introduction to the Questioners, a group of children who are role models in different fields, from science to illustration to engineering. Andrea Beaty has a distinctive poetic style and is supported by David Roberts' technical illustrations.</p> <p><i>The Great Fire of London:</i> Children will explore the cause of the fire and create warning posters in role as King Charles II. Drama is used throughout to explore the experiences of Londoners during the fire and children create speech bubbles and diary entries. Children also role play being in the King's Council and make speeches giving King Charles II advice on what to do to combat the fire. Children also write certificates to give out to brave Londoners in a royal ceremony. The class will create their own mini-London Museum in class to publish and display their work.</p>			<p>Our Learning Journey:</p> <p>Week 1: We will be introduced to the story 'Rosie Revere, Engineer' in English. We will arrive in the classroom to find an advert for a competition to design and opening-bridge. We will use a combination of construction materials and other materials to create our model. We will then draw our design on to graph paper, labelling each part. We will write a short explanation about our bridge and how it works using conjunctions and verbs in their progressive form. In Maths, we will learn to make tally charts and will explore the use of simple tables. We will think about what the data represents and will draw pictures to match the information shown in a table, or use a picture to create a table. We will be introduced to block diagrams as a way of representing data and will use them to identify simple information. In Science, we will learn to describe how materials can be reused and in History, we will explore monarchy by finding out about King Charles III.</p> <p>Week 2: This week in English we will learn to identify how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. We will ask relevant questions to extend our understanding and knowledge, using question marks correctly. We will write expanded noun phrases for description and specification, drawing on what we already know. In Maths, we will be introduced to pictograms as a way of representing data will then move on to interpreting data from pictograms. We will draw and interpret pictograms where the symbols represent 1, 2, 5 or 10 items and We will identify human-made and natural materials in science. We will work scientifically as we group based on characteristics. In History, we will explore coronations by acting out the ceremony.</p> <p>Week 3: This week in English, we will create a plan for an explanation text and will use a range of sentence types as we write each section. We will move on to our new topic of 'position and direction' in maths this week as we are introduced to the language of position. We will use our understanding of position to describe movement for formally, in terms of both direction and number of squares. We'll learn about quarter, half, threeQuarter and full turns as well as clockwise and anti-clockwise. In Science this week we will identify suitable materials based on their properties, performing tests and gathering data. We will discover how William the Conqueror became King by exploring the Bayeux Tapestry in History this week.</p> <p>Week 4: We will move on to our second focus text of the half-term this week in English – 'The Great Fire of London'. We will begin by researching information about London Landmarks and writing in the present tense to create a poster. We will use the past tense to write about old London and will use command sentences in a warning poster. In Maths, we will combine learning from previous steps to describe movement and turns. We will explore patterns that involve turns so that we can identify the what the next shapes in a pattern are and what direction they face. We'll explore what happens when a shape completes a full turn. In Science we will identify a material to help plant growth, using observations to answer simple questions. In History, we will explore how William the Conqueror rules by investigating Norman castles.</p> <p>Week 5: In English we will use simple past tense to write a diary entry, use present progressive tense in a speech, using conjunctions to give reasons and using adverbials to express time. This week in Maths, we will consolidate all prior learning and focus on areas for development. We will choose materials to create a suitable plant pot as we identify and classify living things in science this week. This week in History, we will analyse how effective castles were by exploring their features.</p> <p>Week 6: In English this week, we will plan a fact file using all we have learnt about London over the past couple of weeks. We will write in the present tense and will use subheadings, different sentence types, conjunctions, and adjectives. We will then edit and publish our fact file for others to read. In History, we will evaluate how the monarchy has changed over time.</p>