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| Class: AK, SR | | Term: Spring 2 | Year Group: 2 |
| Prime Learning Challenge | Why is it important to keep our bodies healthy? (Science) What lessons have we learned from the Great Fire of London? (History) | | |
| Past What do pupils already know/understand? Do they have any misconceptions? | Present What do pupils want to know/understand? What are they interested in? What motivates them? | Context How is this challenge relevant to the needs of your children? | |
| Science: <ul style="list-style-type: none"> • Most children will have come across the terms exercise and fitness • Many will have talked of healthy eating as part of food technology learning in EY and Year 1 • Most know that babies grow up to be children and then eventually adults History: <ul style="list-style-type: none"> • Many children will know something about London, with some having visited it. • Many will have heard of the Great Fire of London, very often through stories. • Some may have seen images of huge fires in the news. • Most will have seen fire engines rushing through the street. | Science: <ul style="list-style-type: none"> • In this topic, we will be answering these questions: • What do we mean by a balanced diet and why is it important for humans? • Who is the fittest in our class? • Why is exercise and good hygiene important for humans? • What are the main stages of growth from babies to adulthood, in humans and in animals? History: <ul style="list-style-type: none"> • How do we know the fire happened in the first place? • Why did the fire spread so quickly and burn for so long? • How has the way we tackle fires changed over the years? • Why do we still have problems with different types of fires even today? • How did the Great Fire of London improve the capital? | Science: <p>In science the National curriculum requirement are that Year 2: Pupils should be taught to ...</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring, which grow into adults. • Find out about and describe the basic needs of animals, including humans for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. History: <p>In the History National curriculum requirement are that KS1: Pupils should be taught to ...</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. | |

| Pre-Learning How will you make sure you are pitching appropriately? | Wow! | Reflection How will you reflect & evaluate? |
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| <p>The Focus Education document which sets out the National Curriculum expectations has been used.</p> <p>A pre learning assessment will be done prior to the start of the unit. Children will also be asked what they already know about the topics and what questions they would like to have answered.</p> | <p>Wow Day – Model Making of the Houses and set fire to them. Parents invited in to help make the models. Bake Bread Rolls</p> <p>If possible, a visit from the Fire and Rescue Service.</p> | <p>Children will do a post learning assessment to find out how much they have learned</p> <p>Children will complete a 'Show It' task based on the components covered.</p> |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| English | Introduce Adverbs On the way home Jill Murphy Grammar Focus | Short Narrative in the Style of an author On the way home Jill Murphy Focus on using Adverbs | Assessment Week | Setting Description Vlad and the Great Fire of London (A Flea in History) | Setting Description Vlad and the Great Fire of London (A Flea in History) Reader's Theatre Upside Down |
| Grammar | S.P.a.G Question types | S.P.a.G Question types | Assessment Week | Past and Present | Past and Present |
| Spelling | Words ending in 'il' | Words where 'y' makes an /igh/ sound | Assessment Week | Words where '-ed' is added to words ending in 'y' | Words where '-ed' is added to words ending in 'y' |
| Sounds Write | Unit 37 j, g, ge, dge | Unit 37 j, g, ge, dge | Assessment Week | Unit: 38 – g, gg, gh, gu | Unit: 38 – g, gg, gh, gu |

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| Handwriting | Penpals – Practicing diagonal join to an anticlockwise letter: ea, ear | Penpals – Introducing horizontal join to and from f to ascender – ft and fl. | Penpals – Introducing horizontal join from f no ascender – fu and fr | Penpals – Introducing qu | Penpals – Introducing rr |
| Numeracy | Multiplication and Division | Multiplication and Division | Assessment Week | Height and Length | Position and direction |
| Mastering Number | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 |
| Science | Why is it important to keep our bodies healthy? <u>Component 1</u> What do we mean by a balanced diet and why is it important for humans? | Why is it important to keep our bodies healthy? <u>Component 1</u> What do we mean by a balanced diet and why is it important for humans? | Why is it important to keep our bodies healthy? <u>Component 2</u> Why is exercise and good hygiene important for humans? | Why is it important to keep our bodies healthy? <u>Component 3</u> Who is the fittest in our class? | Why is it important to keep our bodies healthy? <u>Component 4</u> What are the main stages of growth from babies to adulthood, in humans and in animals? Why is it important to keep our bodies healthy? <u>Reflection ('Show It')</u> To be able to reflect on my learning and answer the question |
| History | What lessons have we learned from the Great Fire of London? | What lessons have we learned from the Great Fire of London? <u>Component 2</u> | What lessons have we learned from the Great Fire of London? <u>Component 3</u> How has the way | What lessons have we learned from the Great Fire of London? <u>Component 4</u> | What lessons have we learned from the Great Fire of London? <u>Component 5</u> |

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| | <p>What lessons have we learned from the Great Fire of London? Component 1 How do we know the fire happened in the first place?</p> | <p>Why did the fire spread so quickly and burn for so long?</p> | <p>we tackle fires changed over the years?</p> | <p>Why do we still have problems with different types of fires even today?</p> | <p>How did the Great Fire of London improve the capital?</p> |
| Geography | | | | | |
| Music | <p>Charanga - Zootime</p> | <p>Charanga - Zootime</p> | <p>Charanga - Zootime</p> | <p>Charanga - Zootime</p> | <p>Charanga - Zootime</p> |
| PSHE | <p>Jigsaw – Healthy Me! How do we stay motivated to be healthy?</p> | <p>Jigsaw – Healthy Me! What makes you stressed or relaxed?</p> | <p>Jigsaw – Healthy Me! What is medicine and why do we use it?</p> | <p>Jigsaw – Healthy Me! What are the different food groups?</p> | <p>Jigsaw – Healthy Me! What are the different food groups? Jigsaw – Healthy Me! What is a balanced diet?</p> |
| Art/DT To be taught on DT Days | <p>Kapow - Mechanisms: Making a moving monster Pivots, Levers and linkages</p> | <p>Kapow - Mechanisms: Making a moving monster Making Linkages</p> | <p>Kapow - Mechanisms: Making a moving monster Design a Monster</p> | <p>Kapow - Mechanisms: Making a moving monster Making My Monster</p> | <p>Kapow - Mechanisms: Making a moving monster Evaluate My Monster</p> |
| RE | <p>Why does Easter matter to Christians? What are the main events of the Bible story of Holy week and Easter?</p> | <p>Why does Easter matter to Christians? What are the six biggest moments in the story of Easter?</p> | <p>Why does Easter matter to Christians? How do Christians feel about the main events of the Bible stories of Holy week and Easter?</p> | <p>Why does Easter matter to Christians? Why do Christians say 'Good Friday' for the day Jesus died? We will ask: what does it mean to say Jesus saved</p> | <p>Why does Easter matter to Christians? What impact does the Easter story have on many Christians?</p> |

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| | | | Which are the sad events and which are the happy events in the story? | people by dying for them? | Why does Easter matter to Christians? We will think about the big idea that Christians remember at Easter: "Jesus is a saviour." |
| PE | Gymnastics – Linking Ball Skills - Feet | Gymnastics – Linking Ball Skills - Feet | Gymnastics – Linking Ball Skills - Feet | Gymnastics – Linking Ball Skills - Feet | Gymnastics – Linking Ball Skills - Feet |
| Computing | E-safety: My Online Life – Online Rules | Storyland – Code a Story What is multimedia? | Storyland – Code a Story What is a sequel? | Storyland – Code a Story Can you design the front cover of a book? | Storyland – Code a Story What is a flip book animation? Can you illustrate a scene? Storyland – Code a Story How can I create a video clip? |
| Story Book | Children's choice from the reading cornering On the way home Jill Murphy Grammar Focus | Children's choice from the reading cornering On the way home Jill Murphy Grammar Focus | Children's choice from the reading cornering | Children's choice from the reading cornering Vlad and the Great Fire of London (A Flea in History) | Children's choice from the reading cornering Vlad and the Great Fire of London (A Flea in History) |