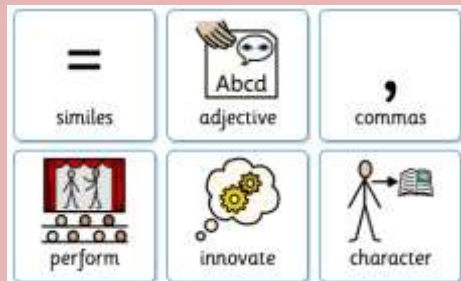


English: The Tear Thief

- I can use similes to describe a feature.
- I can use verbs and adverbs to describe how the character moves.
- I can describe a character using one or two adjectives to give detail.
- I can use commas in a list to pile up the description.
- I can learn and perform a familiar story.
- I can innovate a story, making my own adaptations.
- I can use the English toolkit independently to write my own story.
- I can use capital letters, finger spaces and full stops.
- I can use conjunctions to extend my sentences.
- I can read my work and make edits to improve it.



Year 2, Term 5

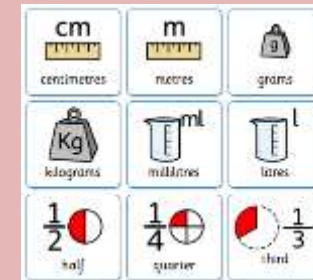
How did London change after 1666?

English text: The Tear Thief



Maths: length & height, mass, capacity & temperature and fractions

- I can measure in centimetres and metres.
- I can compare and order lengths and heights.
- I can measure in grams and kilograms.
- I can compare volume and capacity.
- I can measure in millilitres and litres.
- I can measure temperature.
- I can recognise and find a half, a quarter, a third and a whole.
- I can understand unit fractions and non-unit fractions.
- I can recognise the equivalence of a half and two quarters.
- I can recognise and find three-quarters.
- I can count in fractions up to a whole.



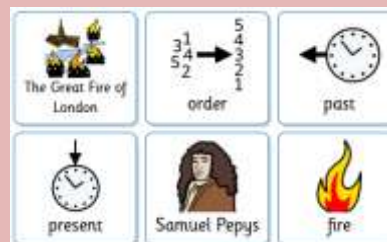
Science: uses of everyday materials

- I can identify different materials and their uses.
- I understand how to select the right materials to build a bridge.
- I can explore and test the stretchiness of materials.
- I understand that materials change shape by twisting, bending, squashing and stretching.
- I can explore how materials are suitable for different purposes (Charles Mackintosh).



History: The Great Fire of London

- I can place a few events in order.
- I can use common words and phrases about the passing of time.
- I can talk about the life of Samuel Pepys.
- I can identify ways in which the past is represented.
- I can recognise that my life is different to the lives of people in the past.
- I am beginning to understand that there are reasons why people in the past acted as they did.



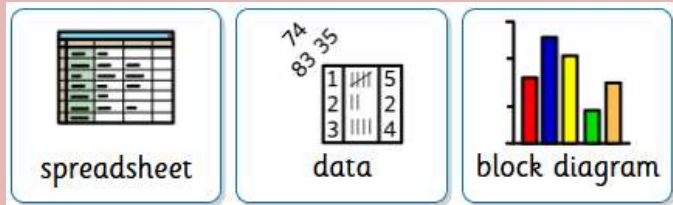
PE: striking & fielding and fitness

- I can move fast to track and collect a ball.
- I can develop my underarm and overarm throwing.
- I can develop hitting a ball for distance to score more points.
- I can learn how to get someone out.
- I can learn how to run for a long time.
- I can develop co-ordination in individual skipping.
- I can develop stamina and change of direction.
- I can explore exercises to develop strength.
- I can develop agility, balance and co-ordination.



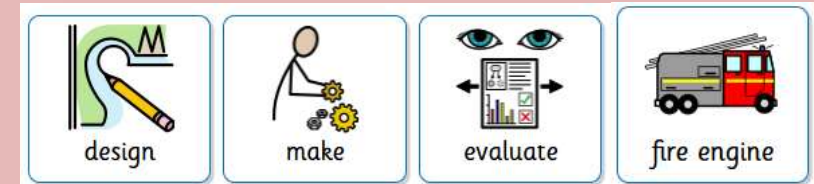
Computing: spreadsheets

- I can understand what a spreadsheet is.
- I can organise data.
- I can make simple calculations on a spreadsheet.
- I can explore a range of tools on a spreadsheet.
- I can create a block diagram.



D&T:

- I can explore modern fire engines.
- I can investigate wheels, axles and chassis.
- I can design a fire engine.
- I can make a fire engine using a design.
- I can evaluate my finished fire engine.



RSE: hazards

- I can say what items are safe to play with and what items are unsafe to play with.
- I can name potential dangers in different environments.
- I know what food and drink items are safe or unsafe to eat or drink.
- I can name dangers that can affect others.
-



Music: Grandma Rap

- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.
- I can play tuned and untuned instruments musically.
- I can listen with concentration and understanding to a range of high-quality live and recorded music.
- I can experiment with, create, select, and combine sounds using the inter-related dimensions of music.
- I can perform 'Grandma rap' with actions.



RE: what can we learn from sacred books?

- I can understand that some books are holy and what this means.
- I can retell the story of The Lost Sheep and suggest the meaning of the story.
- I can talk about how Jesus said Christians should treat others.
- I know that sacred texts contain stories that are special to many people and should be treated with respect.
- I can suggest a meaning for the story of Prophet Muhammad and the Black Stone.



These are the common exception words (red words) that year 2 children should be able to read and write by the end of the year.

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would



Knowledge Organiser: Uses of everyday materials

Careers connected to materials:
materials engineer, road designer, road engineer



Lesson Sequence



1. Identify different materials and their uses



2. Understand how to select the right materials to build a bridge



3. Explore and test the stretchiness of materials



4. Understand materials can change their shape by twisting, bending, squashing or stretching



5. Learn about Charles Macintosh and explore how materials are suitable for different purposes



6. Discover which materials change shape when making a road with John McAdam

Materials

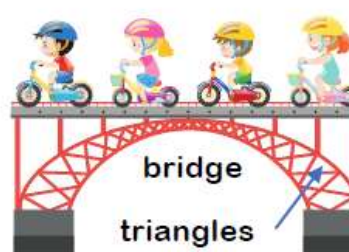
material		uses
wood		window frames, furniture, buildings, floors
metal		furniture, buildings, statues, pipes, jewellery
plastic		containers, toys, bags, pipes
brick		walls, floors
rock		roads, garden paths, floors, kitchen tops
paper		toilet roll, writing paper, newspaper, cardboard
glass		drinking glasses, windowpanes, television screens

Forces



pull

bend



bridge
triangles



squash



drag

carry

pull

push

