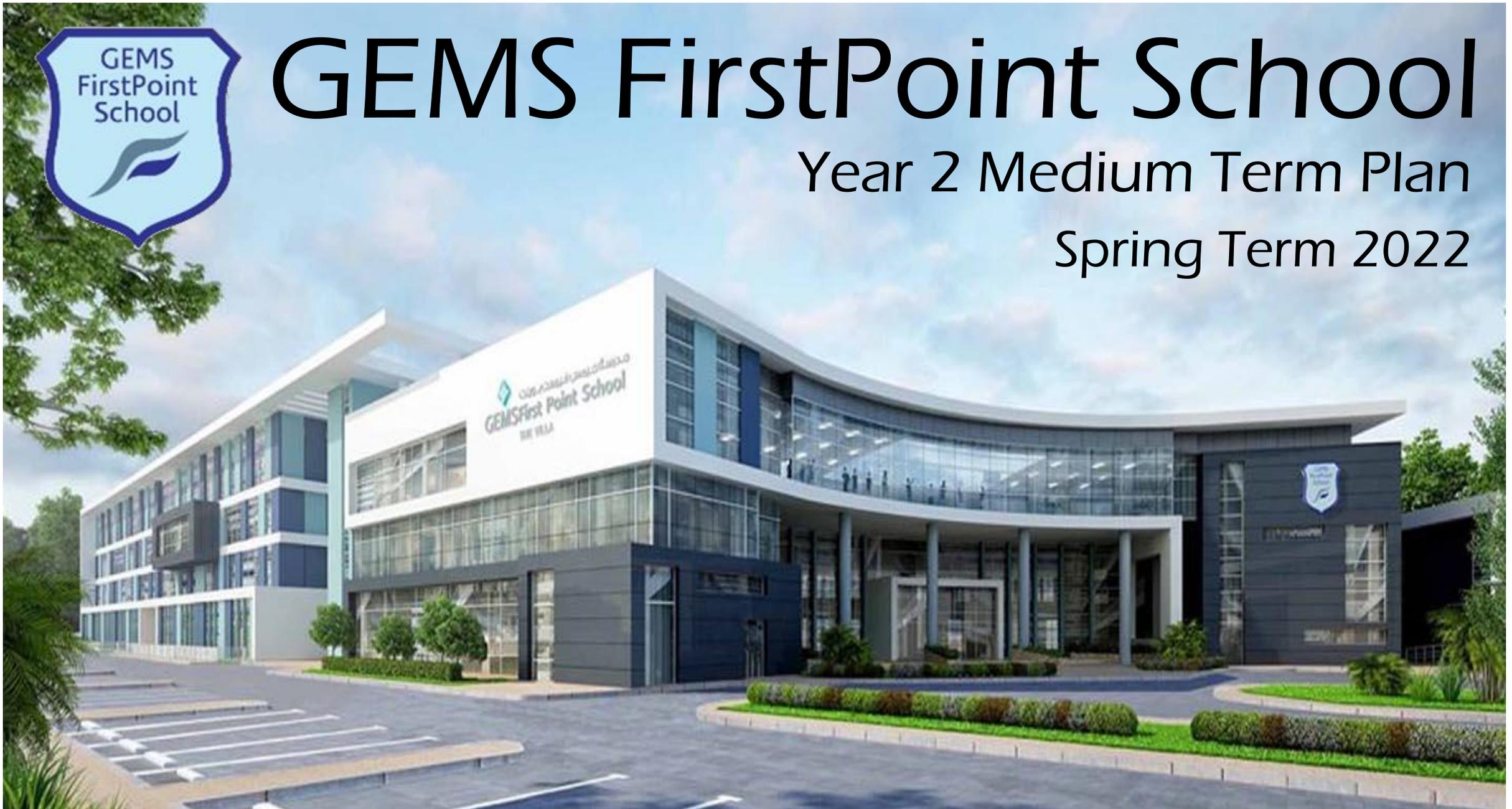




# GEMS FirstPoint School

Year 2 Medium Term Plan

Spring Term 2022



# *Panic on Pudding Lane*



## Overall Learning Focus:

What did we learn from the Great Fire of London that has improved our lives today?

### Real Life Links / Careers :

Explore the events of the Great Fire of London and create timelines. Make comparisons to life in 17<sup>th</sup> Century to modern life today. Explore the careers of firefighters, architects and builders and the adaptations they have made since the events of the fire.

### Core Values:

- **Thinking:** We will be thinking carefully when learning about the events of the Great Fire and the timeline of events.
- **Creating:** We will design and create our own Tudor style houses, thinking carefully about the materials used.
- **Leading:** We will have opportunities to lead our own learning using technology to conduct historical research.
- **Caring:** We will consider how people cared for one another during the Fire and make comparisons to how we would feel today in such an event.
- **Inquiring:** We will start our unit recording questions we would like to find the answers to in relation to our topics.
- **Exploring:** We will explore the events of the Great Fire.
  - Enterprising-
- **Innovating:** We will be innovating a variety of pieces of writing, including letters and poems linked to our topic.

### Topic Hook/Stunning Start:

Chn to discover a time capsule from 1666, a child who witnessed the fire during the 17<sup>th</sup> century has written a letter to use and left some key items from the fire for us to explore. Chn to discover the time capsule and consider questions they have about it.

### Trips and Events:

Parental engagement event to celebrate the learning that has taken place throughout the topic. Children will create a recording to showcase their learning and the recording will be sent home for parents to share with their children.

We will design a Kahoot Quiz for parents to try to see how much the children have taught them about the Great Fire of London!

### Community Links:

What can we do today to be safe in the event of a fire?

### Fantastic Finish:

Chn to write a letter back to the child from 1666 and create their own time capsules considering how we are also in unprecedented times currently due to the pandemic.

### **Letter Writing:**

Children to discover a time capsule from 1666. Inside there is a letter from a child who lived through the fire. We will explore the letter for the use of the four sentence types and through Talk for Writing, imitate, innovate, and independently write our own letters using the four sentence types accurately.

### **Poetry:**

Using the five senses we will explore and describe how it would have felt to be around during the time of the Great Fire of London. We will be using expanded noun phrases to creatively write about our thoughts.



# Writing across the Curriculum



### **Narrative- biography historical text:**

We will learn about the life and significance of Samuel Pepys during the Great Fire of London and how his diary was pivotal in us gaining a deeper understanding about the great fire. We will create biographies linked to his life and contributions.

### **Recount:**

We will end out Great Fire of London unit with a written recount about our learning journey, from discovering the time capsule to exploring the events of the Great Fire, sharing our opinions on our favourite parts of the unit.

## Letter Writing

- To use commas to separate items in a list.
- To discuss information books and other non-fiction (foundations for their learning in other subjects)
- To proof-read to check for errors in spelling, grammar and punctuation.
- To write ideas and/or key words, including new vocabulary, planning sentence by sentence.
- To write narratives about personal experiences and those of others.
- To explore statement, question, exclamation or command.
- To evaluate their writing with the teacher and other pupils.

## Poetry

- Listen frequently to stories, poems and non-fiction, which will help pupils to understand how written language can be structured in order.
- Write poetry
- Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Recognise simple recurring literary language in stories and poetry
- Read aloud what they have written with appropriate intonation.
- Identify, explain and use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Discussing their favourite words and phrases.



# Spelling, Punctuation and Grammar



## Recount

- Write ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence
- Recognise simple sentence types
- Identify correct choice and consistent use of present tense and past tense throughout writing.
- Write narratives about personal experiences and those of others (real and fictional)
- Plan by saying out loud what they are going to write about.
- Explore the formation of adjectives using suffixes such as -ful, -less.
- Explore how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

## Narrative- biography historical text:

- Role-play can help pupils to identify with and explore characters and to try out the language they have
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Recognise simple sentence types Identify correct choice and consistent use of present tense and past tense throughout writing.
- Write narratives about personal experiences and those of others (real and fictional)
- Plan by saying out loud what they are going to write about.
- Evaluating their writing with the teacher and other pupils.
- Explore the formation of adjectives using suffixes such as -ful, -less.
- Identify, explain and use expanded noun phrases for description and specification

## Number – Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.  
They make connections between arrays, number patterns, and counting in 2s, 5s and 10s

## Measurement- Length and height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);
- Compare and order lengths, using  $>$ ,  $<$  and  $=$

## Measurement- Money

- Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

## Number- Fractions

- Recognise, find, name and write fractions, one third, one quarter, two quarters, three quarters of a length, shape, set of objects or quantity.
- Write simple fractions for example, a half of 6 = 3 and recognise equivalence of two quarters and a half.



# Core Curriculum - Subject Areas



## Science - Materials

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Social Studies

- To describe symbols, songs and traditions that identify the UAE.
- To understand the importance of preserving the elements in national identity.
- To show an emerging awareness and value of shared and national identities.
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## Moral Education

- Distinguish different forms of story telling
- Talk about the various entertainment and functional purposes of storytelling
- Understand the significance of stories that are handed down from generation to generation which inform our knowledge of the past
- Create and exchange stories about self and family
- Show an emerging awareness and value of shared and national identities
- Show appreciation of others stories
- Understand what caring means and that it can take many different forms
- Describe how one cares for the self and is independent
- Demonstrate care for others, focusing on friends and family
- Explain how to care for the school environment
- Explain the difference between honesty and dishonesty
- Use a wide range of vocabulary to express feelings objectively, without blaming others and without hurting the feelings of someone else

## Arabic A

- يقارن المتعلم بين عناصر القصة (الشخصيات – الأحداث – الزمان – المكان) في قصص قراها مبدئياً رآيه.
- يميز المتعلم بين السمات الأدبية للنصوص الأدبية مثل (القصيدة : البيت – الشطر) (القصة : البداية – الوسط – النهاية).
- يميز المتعلم اللام الشمسية واللام القمرية والتنوين بأنواعه والتاء المربوطة والمفتوحة والهاء أثناء الكتابة.
- يحاكي المتعلم النمط في تكوين جملة (اسمية – فعلية) بسيطة.
- يستوعب المتعلم المادة المسموعة ويعيد ذكر المحتوى بدقة وترتيب مميزاً الفكر الواردة فيها ومحددًا عنواناً آخر لهذه المادة.

## Arabic B

- To respond to the correct letter
- To identify the letters with short and long vowels
- To use (this is) to answer a question
- To identify letters that are similar in shape.
- To identify letters that are similar in pronunciation.
- To identify words made from 2 syllables.
- To understand a simple and familiar sentence.
- To recognize single words and sometimes-common expressions if these are in context.
- To introduce myself in Arabic.
- To use yes and no to answer a question.
- To answer questions asked by (what and who).
- To read words containing Sukun
- To write limited number of words and sentences that I learned with support of pictures.
- To use the pronouns I and my.
- To use the basic colors to describe objects and animals in masculine and feminine.
- To use basic adjectives to describe objects, people and animals

## Islamic A & B

- To identify the story events of the year of the elephant.
- To discover the story of birth and nursing of prophet Muhammad SAW
- To recite Suratul Feel properly.
- To explain the meaning of the Surah.
- To list the names of Prophet Muhammad's SAW family members.
  - -To conclude that the prophet SAW must be loved more than anyone else.
- To define what Wudu' is.
- To demonstrate the steps of Wudu' from Niyah to Shahadah.
- To discover the states in which Wudu' is required.
- To apply the Du'aa we should say when finishing Wudu'.
- -To evaluate the importance of Wudu'.



# Thematic Curriculum - Subject Areas



## Geography

- I can make observations about places when doing field work.
- I can use photographs and describe them.

## History

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Place events and artefacts in order on a time line.  
\*Give reasons for their order.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives. \* Sequence changes and use dates where appropriate.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

## Art

- Discover a range of materials that can be used to create art (felt, lace, card, wool, silk, cotton, paper, tinfoil, cling film etc.)
- Experiment cutting/ tearing.
- Plan a 3D model, drawing and labelling the materials they will use.
- Discuss texture (feel) of materials.

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.



# Thematic Curriculum - Subject Areas



## Computing

- I can give instructions to my friend and follow their instructions to move around.
- I can describe what happens when I press buttons on a robot.
- I can press the buttons in the correct order to make my robot do what I want.
- I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
- I can begin to predict what will happen for a short sequence of instructions.
- I can begin to use software/apps to create movement and patterns on a screen.
- I can use the word debug when I correct mistakes when I program.

## PE

- Can run 100m without stopping
- Can sprint 60m as fast as I can
- Can run with baton in my hand and hand it over to my partner but may drop it
- Can name a running event
- Can jump side to side both feet together over a line or skipping rope
- Link ways of jumping together e.g. 1 -2 -2 - 1 feet e.g. hopscotch
- Can use arms to make jump go further
- Can jump onto a high jump mat from a standing position
- Can attempt a push throw using a variety of pieces of equipment
- Can demonstrate different body positions, when throwing (side on

## Design & Technology

- Use hand tools to cut, shape and finish a range of materials to create a finished product
- Make relevant choices from a range of materials when creating a product
- Design a functional product based on criteria provided
- Develop designs based on feedback
- Make straightforward comments on existing designs and products
- Use criteria to evaluate their own work
- Discuss how to strengthen a structure or make it more stable