

**Geography** [Courage, Inspirational](#)  
[Significant Individuals](#)

**Guy Fawkes, Samuel Pepys, Charles II**

Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. *comparing modern fire engines to fire marks and leather buckets*).

Understand historical concepts and use them to make simple connections and draw contrasts.

Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.

To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. *pictures, Samuel Pepys extracts*).

**Music** – [Wanna Play in a Band](#)

Recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.

Internalise, feel and understand, how the dimensions of music work. Explore and create responses, melodies and rhythms.

Compose and perform; working together in a group band/ensemble

[What if there was no music?](#)

**D&T** – [Mechanisms](#) – [Emergency Vehicles](#) [Creativity/Unique](#)

Explore existing products and investigate how they have been made and how they achieve their purpose.

Explore ideas to design and make to draw or write a detailed proposal

Select appropriate techniques and materials to meet the design criteria.

Talk about their design as they develop and identify good and bad points

[What if God had not provided us with materials to make things?](#)

**Computing** – [Creating Texts and Graphics](#)

Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas and/or shapes using eraser, shape and fill tools.

Evaluate and review what they and others have done and say what they think and feel about it.

Identify what they might change in their current work or develop in future work.

[How can we use technology wisely to reflect God's creativity?](#)

**Science** [Relevant, Inspirational](#)

**Light**

**Knowledge and Understanding**

Recognise that they need light in order to see things and that dark is the absence of light and notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when a solid object blocks the light from a light source and find patterns in the way that the size of shadows change.

**Scientific Working**

Asking relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Making systematic and careful observations using a range of equipment. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Using straightforward scientific evidence to answer questions or to support findings.

[What if God never gave us light? What would the world be like?](#)

**"Fire! Fire!"**

**Class 2**

**Spring 1 2020 – Miss Courtney**



**Religious Education** [Relevant/Flourish/Unique](#)

**Unit 2.3 Jesus, Friend to Everyone**

To enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.

What is a miracle?

Why are these stories important?

Why did Jesus welcome everyone?

I wonder how it felt to meet Jesus?

What did Jesus want us to learn from his behaviour?

What do these stories reveal about Jesus?

[What if the world was filled with love?](#)

**P.E Collaborative, creative**

**Gymnastics**

Pike, Straddle, Tuck, Arch and Dish shapes.

Link shapes to make a simple sequence of movements.

Gymnastic sequences using different apparatus

Repeated dance sequences

[What if we could communicate through movement?](#)

**English** [Relevant/Courage](#)

[Stories with Repetitive Patterns](#)

The Great Fire of London – A poem for kids by Paul Perro

Ladybird, Ladybird fly away home –Poetry Foundation

Make predictions based on what has been read so far.

Identify and discuss the main events in stories.

Identify and discuss the main characters in stories.

Retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.

Use familiar plots for structuring the opening, middle and end of their stories.

[British Values – Tolerance and Respect](#)

[Poems on a Theme](#)

Listen to a range of poems at a level beyond at which they can read independently

Recognise and join in with language patterns and repetition.

Recite rhymes and poems by heart.

Write poems with simple structures.

[Range of Non-fiction Texts](#)

Recall specific information in texts.

Activate prior knowledge e.g. *what do you know about the Fire of London?*

Demonstrate understanding of texts by answering questions related to who, what, where, when and why.

Write simple sentences that can be read by themselves and others.

Write information texts with simple text type features.

[How does God want us to treat people in the world we live in?](#)

**Mathematics**

**Counting and Number**

Recognise the place value of each digit in a two-digit number

Identify, represent and estimate numbers using different representations, including a number line

Compare and order numbers from 0 to 100, use < > and = signs

Find 1 or 10 more or less than a given number

Round numbers to at least 100 to the nearest 10

Understand the connection between the 10 multiplication table and place value

**Multiplication and Division**

Understand multiplication as repeated addition

Understand division as sharing and grouping and that a division calculation can have a remainder

Recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables

Solve problems involving multiplication and division, including problems in context

**Measurement**

Choose and use appropriate standard units to estimate and measure capacity and volume (kg/g) to the nearest appropriate unit using measuring vessels.

Compare, order mass and record the results using < > and =

**Money**

Recognise and use 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 involving addition and subtraction of money

**Geometry – Properties of 2-D and 3-D shapes**

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes

**Statistics**

Compare and sort objects, numbers, common 2-D and 3-D shapes