


Thematic Blocked Curriculum Half-termly Overview

Year group: 2

Half term/year: Spring 2

Theme: Fire Fire!



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SUBJECT BLOCK		History Who was Samuel Peyps? What started the Great fire of London?	Art How to make a secondary colour? How can IT be used to create art?	Assessment Week / Art	ICT Why is Samuel Peyps important? What is a PowerPoint?		R.E Key question - What is special to faith communities? Key question: How does what believers do show what they believe?
	Text / Class Novel	Toby and the great fire of London 					
	Phonics / Spelling	See phonics planning- Rocket phonics (Scheme)					
	Reading	Draw simple inferences from illustrations, events, characters’ actions and speech. Answer and ask questions about a text (retrieval and inference) Discuss a range of texts, listening to other people’s opinions and taking turns. Find recurring language in stories and poems. Recite some poems by heart, with appropriate intonation.					
	Grammar	Understand, identify and use adjectives, verbs and adverbs. Use and identify suffixes, commas and apostrophes. Correctly use question marks and exclamation marks. Use and identify statements, questions, exclamations and commands (incorporating correct punctuation). Use capital letters for names of people, places, day of the week and the personal pronoun ‘I’.					
	Writing	Proof-read to check for errors in spelling, grammar and punctuation, including tenses and verbs. Write a simple poem. Read my own writing aloud using appropriate intonation. Plan and discuss the content of writing and record my ideas, including new vocabulary’ Evaluate my own writing independently, with peers and with an adult. Write narratives about personal experiences and those of others, both real and fictional.					
	Writing Outcome	Writing to express- Diary entry from Toby Writing to entertain- Poem about the Great fire of London					

Maths	<p>Fractions</p> <p>I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>I can write simple fractions (eg ½ of 6 = 3) and recognise the equivalence of 2/4 and 1/2.</p>	<p>Measurement</p> <p>I can choose and use standard units to estimate and measure mass in kg and g using scales.</p> <p>I can choose and use standard units to estimate and measure temp. in °C using thermometers.</p> <p>I can choose and use standard units to estimate and measure capacity in l and ml using equipment.</p> <p>I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.</p> <p>I can compare and order lengths, mass, volume/capacity and record the results using < > and =.</p> <p>I recognise and use symbols for £ and p and combine amounts to make a particular value.</p> <p>I can find different combinations of coins that equal the same amount of money.</p> <p>I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.</p> <p>I can compare and sequence intervals of time.</p> <p>I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.</p> <p>I know the number of minutes in an hour and the number of hours in a day.</p>			
Science					
ICT/Computing			<p>Create and save a new word document/open an existing document and type a paragraph.</p> <p>Create and save a new PowerPoint presentation.</p> <p>Insert slides on PowerPoint to create a slide show presentation with up to 5 slides.</p> <p>Organise, retrieve and manipulate digital (text/images) into a word document and PowerPoint using the copy and paste function.</p> <p>Format text in a PowerPoint presentation through editing size, font and colour.</p>		
PE	See P.E long term plan				
Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)	<p>Understand Use words and phrases like: before, after, past, present, then and now.</p> <p>Understand some of the ways in which we find out about the past</p>	<p>Mix paint to create all the secondary colours.</p> <p>Create brown with paint.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Choose between different medias including felt-tips, pencils or paintbrushes to create lines of differing thickness.</p> <p>Use different effects within an IT paint package.</p>			<p>Identify special places, days and objects related to the questions studied / aspects covered</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Talk or write about special places, days and objects in at least two religions in relation to the topics studied</p> <p>Show understanding of the meaning of stories and symbols relating to the topics covered.</p>

R.E	<p>1a) Identify special places, days and objects related to the questions studied / aspects covered</p> <p>1c) Recount some religious stories and recognise some religious objects</p> <p>2b) Talk or write about special places, days and objects in at least two religions in relation to the topics studied</p> <p>2c) Show understanding of the meaning of stories and symbols relating to the topics covered.</p>					
PHSCE	Describe and record strategies for getting on with others in the classroom.	Explain, and be able to use, strategies for dealing with impulsive behaviour.	<p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p>	<p>Identify what they like about the school environment;</p> <p>Identify any problems with the school environment (e.g. things needing repair);</p> <p>Make suggestions for improving the school environment;</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p>	<p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p>	<p>Recognise that money can be spent on items which are essential or non-essential;</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this</p>
Quality Outcome (writing / art / production / presentation / assembly etc...)	Art - Painting of the Great Fire of London	English – Diary entry		ICT- Presentation about Samuel Peyps	English – Poems about the Great fire of London	