

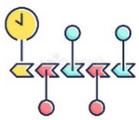
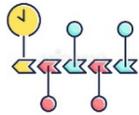
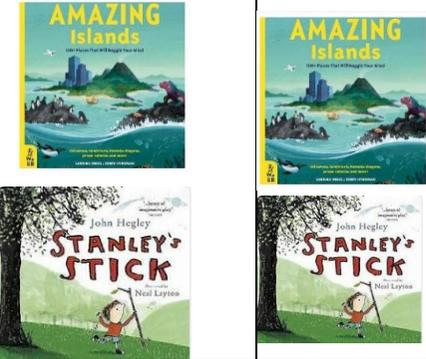
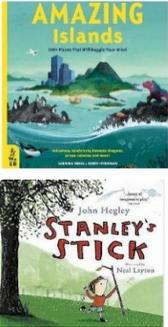
# Thematic Blocked Curriculum Half-termly Overview

Year group: 2

Half term: Spring 2

Theme: Island Life



		Week 1	Week 2	Week 3	Week 4	Week 5
SUBJECT BLOCK		<p><b>Geography</b></p> 	<p><b>History</b></p> 	<p><b>History</b></p> 	<p><b>Art Assessment Week</b></p> 	<p><b>Art</b></p> 
English	Text / Class Novel			<p><b>Assessment Week</b></p>		
	Phonics / spelling	<b>Rocket Phonics</b>				
	Reading	<p>Make predictions based on what I have read.</p> <p>Draw (simple) inferences from illustrations, events, characters' actions and speech.</p> <p>Discuss and clarify meaning of words, linking to known vocabulary.</p> <p>Use prior knowledge, including context and vocabulary, to understand texts.</p>	<p>Answer and ask questions about texts.</p> <p>Explain and discuss my understanding of books.</p>	<p><b>Assessment Week</b></p>	<p>Use prior knowledge, including context and vocabulary, to understand texts.</p> <p>Answer and ask questions about texts.</p>	<p>Answer and ask questions about texts.</p>

Grammar	Use capital letters for names of people, places, day of the week and the personal pronoun 'I'.	Use commas to separate items in a list.  Use subordination and co-ordination.	<b>Assessment Week</b>	Use coordinating conjunctions to create compound sentences.	Use apostrophes to show where letters are missing in spellings and to mark singular possession in nouns.  Correctly use question marks and exclamation marks.
Writing	Orally rehearse structured sentences or sequences of sentences.	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.  <b>Writing to entertain: setting description</b>	<b>Assessment Week</b>	Use coordinating conjunctions to create compound sentences.	Write narratives about personal experiences and those of others, both real and fictional.  Plan and discuss the content of writing and record my ideas, including new vocabulary.  <b>Writing to entertain: story innovation.</b>
Writing outcome	<b>Writing to entertain: setting description / story innovation</b>				
Maths	<b>Cold task</b>  Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.  Write simple fractions (eg $\frac{1}{2}$ of $6 = 3$ ) and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	<ul style="list-style-type: none"> <li>Write simple fractions (eg <math>\frac{1}{2}</math> of <math>6 = 3</math>) and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>Choose and use standard units to estimate and measure temp. in <math>^{\circ}\text{C}</math> using thermometers.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and use standard units to estimate and measure mass in kg and g using scales.</li> <li>Choose and use standard units to estimate and measure capacity in l and ml using equipment.</li> </ul> <p><b>(assessment week)</b></p>	<b>Hot task Arithmetic test</b>  <ul style="list-style-type: none"> <li>Choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.</li> <li>Compare and order lengths, mass, volume/capacity and record the results using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> </ul>
PE	RealPE: ball skills	RealPE: ball skills – all routes	RealPE: ball skills – bounce off	RealPE: lean away/lean on me	RealPE: counter balance sequences

<p><b>Geography</b></p>	<p>Say what I like and do not like about a different place</p> <p>Describe some features of an island</p> <p>Describe the key features of a place from a picture using words like: beach, coast, forest, hill, mountain, ocean, valley, <b>river, soil and vegetation</b></p>				
<p><b>History</b></p>		<p>Use words and phrases like: before, after, past, present, then, now</p> <p>Answer questions by using books and the internet.</p> <p><b>Amy Johnson</b></p>	<p>Recount the life of someone famous from Britain who lived in the past</p> <p><b>Amy Johnson</b></p>		
<p><b>Art &amp; design</b></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>Create a piece of art in response to the work of an artist.</p> <p><b>Artist: Andy Peutherer</b></p>
<p><b>Music</b></p>	<p>Zootime</p>	<p>Zootime</p>	<p>Zootime</p>	<p>Zootime</p>	<p>Zootime</p>

RE				Church visit	
MfL					
Outdoor Learning			Cliffe Castle habitats workshop		
Science	<p><b>Identify that most living things live in habitats to which they are suited.</b>  Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  <b>Identify and name a variety of plants and animals in their habitats, including micro-habitats</b></p> <p><b>Trips/visitors (revisit learning).</b></p>				
ICT					
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.	Identify special people in the school and community who can help to keep them safe; - Know how to ask for help.	Identify what they like about the school environment; - Identify any problems with the school environment (e.g. things needing repair); - Make suggestions for improving the school environment; - Recognise that they all have a responsibility for helping to look after the school environment	- Understand that people have choices about what they do with their money; - Know that money can be saved for a use at a future time; - Explain how they might feel when they spend money on different things . Recognise that money can be spent on items which are essential or non-essential; - Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Know the importance of keeping personal information private, when online and only talking to people they know in real life; - Know that they can tell an adult they trust if anything happens that makes them worried.
Quality outcome			Recount of Amy Johnson's life	Zootime class music piece	Andy Peutherer inspired artwork