



# Merton Bank Spring 1 plan - Year 2



<u>Subject</u>	Great Fire of London	
	National Curriculum	Activities
<b>History</b>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time - check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives.</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times.</li> <li>• Compare 2 versions of a past event.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Discuss reliability of photos/accounts/stories.</li> <li>• Use a source - observe or handle sources to answer questions about the past based on simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• Diary Entries</li> <li>• Fact Files</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• <i>Name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK and its surrounding seas.</i></li> <li>• <i>Use aerial photographs to recognise landmarks &amp; basic human/physical features; devise a simple map, use &amp; construct basic symbols in a key</i></li> <li>• <i>Use maps to identify UK &amp; its countries.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Google Map skills</li> </ul>

Computing	<p><b><u>Multi-Media Publisher</u></b>          Create text and manipulate it          Use text boxes -resize, rotate, format, move          Move objects around the page          Use multiple text boxes on one page          Insert clip art from the library          Find and use clip art from the internet          Know how to delete items on a page</p> <p><b><u>PowerPoint</u></b>          Know how to add a sound file to a slide          Know how to add a movie file to a slide          Know how to record your own sound clip to a slide          Know how to create slide transitions          Know how to add animations          Know how to select the correct view to review your slideshow</p>	<ul style="list-style-type: none"> <li>• Create and publish a piece of work using publisher- using text boxes and inserting an image</li> <li>• Create a PowerPoint using animations and transitions- partner work</li> </ul>
DT	<ul style="list-style-type: none"> <li>• I can explain my choices of chosen materials and tools.</li> <li>• I can meet a given design criteria.</li> <li>• I can accurately join and assemble materials.</li> <li>• I can follow safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Project - building structure with a pop up fire</li> </ul>
Science	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Understands that animals, including humans, have offspring which grow into adults.</li> <li>• Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Animals needs poster</li> <li>• Interviews with staff about pets</li> <li>• Looking after ourselves poster</li> <li>• Chicks- life cycle (if available)</li> </ul>
Music	<p><b><u>Charanga- Zootime (Reggae)</u></b>          The Units of Work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills</p>	<p><i>Charanga program of lessons</i></p>

PE	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Can watch someone perform</li> <li>• Identify movements on performance</li> <li>• Able to compare work with others</li> <li>• Pick out strengths and weaknesses</li> <li>• Can perform balances, turns and rolls in isolation</li> <li>• Can link 2/3 balances together</li> <li>• Can select an appropriate balance, turn or roll in relation to partner</li> <li>• Uses more complex balances, turns and rolls in a routine</li> </ul>	Getset4PE planning
PSHE	<p><b><u>Developing confidence and responsibility and making the most of their abilities</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on and evaluate their own experiences to set simple goals</li> </ul> <p><b><u>Life processes</u></b> (Link with Science topic)</p> <p><b><u>Preparing to play an active role as citizens</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to understand that they have more responsibilities to meet the needs of living things</li> </ul> <p><b><u>Personal hygiene</u></b></p> <p><b><u>Developing a healthy, safer lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Make simple choices that improve their health and well being</li> <li>• Maintain personal hygiene</li> <li>• Understand that certain actions spread disease</li> </ul>	Paths Sessions
RE	<p><b><u>Hinduism- How might people express their devotion?</u></b></p> <ul style="list-style-type: none"> <li>• know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>• know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>• suggest why Hindus might believe that it is important to show devotion to the deities</li> <li>• know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• suggest why worship in the home might be important</li> <li>• describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li> <li>• talk about qualities that make some people special</li> <li>• identify ways in which humans show their gratitude to the people who matter in their lives</li> <li>• talk about who is special to them and why</li> <li>• reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Symbols of Hinduism</i></li> <li>• <i>Hinduism at home and at a Mandir</i></li> <li>• <i>Hindu god and its different forms</i></li> <li>• <i>How we are grateful- discussion work</i></li> </ul>