

## Spring 1 - Planning Calendar for Year 2

THEME: Transformations		THREAD: Resilience		TOPIC: Burns and Bandages (Historical Event)	
Week 1 - 5th Jan	Week 2 - 12th Jan	Week 3 - 19th Jan	Week 4 - 26th Jan	Week 5 - 2nd Feb	Week 6-9th Feb
	<p>14th Jan: Year 2 Phonics retakes Parents Workshop (2:45pm)</p> <p>15th Jan : Year 1 Targeted Phonics Parents Meeting</p> <p>19th Jan : Year 3 Skateboarding</p>	<p>19th Jan: 6LD Windrush workshop at the British Museum</p> <p>21st January: Year 5 Workshop in Hall with parents (Secrets of the Amazon)</p> <p>22nd Jan: 6LT Windrush workshop at the British Museum (10:30am)</p>	<p>27th Jan: 6PM Windrush workshop at the British Museum</p> <p>28th Jan: Year 4 Times Tables Screening Parent Workshop</p> <p>28th Jan: Emily Brown Parent Workshop - Reception</p>	<p>3rd Feb: Year 6 SATs Parent Meeting at 2:45pm</p> <p>2nd Feb: Year 6 visit to Buddhist Temple</p>	<p>12th Feb: Year 3 Parents Assembly Safer Internet Day</p>
<b>History</b>	<b>History</b>	<b>Design and Technology</b>	<b>Design and Technology</b>	<b>Religious education</b>	<b>Art</b>
How can I use historical resources and artefacts to explain what happened in the past?	What are the main differences between life in England in 1666 and life today?	How can axles and wheels aid vehicle movement? What makes an effective diagram and design sketch?	Cont. How can axles and wheels aid vehicle movement? What makes an effective diagram and design sketch?	How does special food and fasting help people in their faith?	What makes an effective observational drawing?
<p><b>Article 17</b> <b>Vocabulary:</b> impact, significant, transform, national, contribute, society</p>	<p><b>Article 13</b> <b>Vocabulary:</b> impact, significant, transform, national, contribute, society</p>	<p><b>Article 29</b> <b>Vocabulary:</b> axle, wheel, chassis, cut, glue, mechanical, mechanism</p>	<p><b>Article 29</b> <b>Vocabulary:</b> axle, wheel, chassis, cut, glue, mechanical, mechanism</p>	<p><b>Article 30</b> <b>Vocabulary:</b>Ramadan, Lent, Eid-ul-fitr, Ash Wednesday, Shrove Tuesday, fasting</p>	<p><b>Article 31</b> <b>Vocabulary:</b> sketch, soft, bold, pattern <b>Enrichment:</b> Visit to the Tower of London</p>
<p><b>Main Subject: History</b> - to order the events of the Great Fire of London and use Samuel Pepys' diary to understand life in 1666. <b>English:</b> Character description <b>Maths:</b> Money Multiplication and division <b>PSHE:</b> Worry box including acts of Kindness <b>Science:</b> I can group objects by the material it is made from.</p>	<p><b>Main Subject: History</b> - to compare life in England in 1666 and today and understand how the Fire changed things in the UK. <b>English:</b> Character Description <b>Maths:</b> Money Multiplication and division <b>PSHE:</b>Mental Wellbeing <b>Science:</b> I can compare the suitability of different everyday materials.</p>	<p><b>Main Subject: DT</b> - to explore wheel mechanisms and learn how axels help wheels move a vehicle. <b>English:</b> Non- chronological report <b>Maths:</b> Arithmetic - multiplication &amp; division <b>PSHE:</b> Boundaries and consent <b>Science:</b> I can investigate how I can change the shape of different objects.</p>	<p><b>Main Subject: DT</b> - to explore wheel mechanisms and learn how axels help wheels move a vehicle. <b>English:</b> Non- chronological report <b>Maths:</b> Arithmetic - multiplication &amp; division <b>PSHE:</b> Boundaries and consent <b>Science:</b> I choose suitable materials for a purpose.</p>	<p><b>Main Subject: RE</b> - Consider what one might give up and why if they were to fast; explain what food is special to eat at certain times for Muslims and Christians and explain why people fast and why it is important to believers. <b>English:</b> Non - chronological report <b>Maths:</b> Arithmetic - multiplication &amp; division <b>PSHE:</b> My learning strengths <b>Science:</b> I can investigate which materials are the most absorbent.</p>	<p><b>Main Subject: Art</b> -to look at and discuss the design of houses during the time of the fire of London and how they have changed, considering different patterns on buildings and represent them using lines. <b>English:</b> Haiku poem <b>Maths:</b> Arithmetic - multiplication &amp; division <b>PSHE:</b> Learning with others <b>Science:</b> I can carry out an investigation to test the elasticity of different fabrics and I can explain the process of recycling.</p>

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**THREAD: Resilience**

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**Specialist Subjects:** PE - Coach: Basketball

**Class teacher:** Fitness

**Computing:** Online safety

**Music:** Exploring beat through toys and number