



## Banks Lane Infant & Nursery School

Year 2

Topic: What the Dickens?

Big Question: Was a Victorian Childhood more challenging than yours?



### English

**Texts:** Chimney Charlie, Oliver Twist  
**Writing to Entertain:** Story/diary  
**Reading:** To become familiar with Oliver Twist and to consider the particular characteristics of the book.  
 Echo Reading, Choral Reading  
 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately  
**Read and write** the sound /l/ spelt with 'le' at the end of words, the sound /l/ spelt with 'el' at the end of words, the sound /l/ spelt with 'il' and 'al' at the end of words, the sound /igh/ spelt with 'y' at the end of words, adding -ies to nouns and verbs ending in -y  
**Writing:** Horizontal join; One-Armed Robot Family; r, Curly Caterpillar Family; o, Zig-Zag Monster Family; v, w, x Second diagonal join (under); One-Armed Robot Family; b, p  
**Sentence;** Subordination (using when, if, that, because) and co-ordination (using or, and, but), expanded noun phrases for description and specification  
**Punctuation;** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

### Music

Our Land: Musical focus: exploring sounds  
 Explore timbre and texture as descriptive sounds are explored. Listen to, and **perform**, music inspired by myths.  
 Our Bodies: Musical focus: Beat  
**Develop a sense of steady beat through using own bodies. Respond to music and play rhythm patterns on body percussion and instru-**

### Maths

**Number: Addition and Subtraction**  
 Fact families, compare number sentences, related facts, bonds to 100, add and subtract 1s and 10s, 10 more and 10 less, add a 2-digit and 1-digit number, subtract a 1-digit number from a 2-digit number, add two 2-digit numbers, subtract a 2-digit number from a 2-digit number, add three 1-digit numbers.  
**Geometry: shape**  
 Recognise 2D and 3D shapes, count sides and vertices on 2D shapes, draw and sort 2D shapes, lines of symmetry, make patterns with 2D and 3D shapes, count faces, edge and vertices on 3D shapes, sort 3D shapes.

### History

**Events beyond living memory that are significant nationally or globally:** Know key differences between Victorian & modern Britain (schools, toys, holidays, lifestyle for children). Investigate (question) & describe Victorian artefacts & their uses. Celebrate a Victorian Christmas.  
**Lives of significant individuals who have contributed to national and international achievements:** Know key facts about Queen Victoria. Name significant Victorians who contributed to the era and why recognising where appropriate, core values & inspirational qualities.

### Geography

**Recall**  
*Locational Knowledge:* Locate on local maps their homes, school, places they visit (Staircase House) & other significant local landmarks. Know key features of city/town/village Name the 4 countries of the UK, their capital cities & surrounding seas. Name the 7 continents. (British Empire Link)  
*Geographical Skills & Fieldwork:* Use globes, maps & google earth to identify landmarks & physical features.

### DT

#### Moving Mechanisms

Explore existing wheeled toys. Where are the wheels and how are they fixed onto the toy. A wheels walk around school to record how many wheels are used in daily life. Wheels and axel constructions kits. Fixed and free axels.

Wheels and axels; to design, make and evaluate a Victorian toy for a child to play with.

### Science

**Use of Everyday Materials**  
 Which bag is better for the environment? Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### Art

#### Queen Victoria Portrait, Charles Rennie Mackintosh – Stained Glass Windows

**Generating Ideas:** Experiment with pastels – drawing, shading, blending and smudging.

**Making:** Observe and draw a portrait of Queen Victoria using pastel pencils (carefully considering shape/form, colours, shading).

**Evaluating:** Look at different portraits of Queen Victoria and observe/explain how they documented her life over time. Knowledge & Understanding: Describe key qualities/effects of using pastel pencils

### RE

Who is Jewish and what do they believe?  
**Believing:** Talk about how the mezuzah in the home reminds Jewish people about God. Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. Make links between some Jewish teachings and how Jewish people live.  
**Expressing:** Talk about Shabbat being a special day of the week for Jewish people, how do they celebrate Shabbat?  
**Living:** Express own ideas about values & times of reflection, thanksgiving, praise and remembrance, in the light of their learning, about why Jewish people chose to celebrate in these ways.

### Computing

#### Robot Algorithms: Designing our own program.

Understanding instructions in sequences and the use of logical reasoning to predict outcomes. Develop artwork and test it for use in a program. Designing an algorithm and testing and debugging them.

### PSHE

#### What helps to keep us safe?

Keeping safe; recognising risk; rules Internet safety (Project Evolve).

#### What is bullying?

Behaviour; bullying; words and actions; respect for others

### PE

**Gym** - To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. Pupils will incorporate the use of apparatus into their sequence work.

**Games** - Pupils will explore; rolling, throwing and kicking a ball to hit a target. Catching a range of objects with two hands with and without a bounce. Pupils will consistently track and collect a ball being sent directly. Exploration of dribbling with hands and feet with increasing control whilst on the move.