



# Our Lady of Perpetual Succour Primary School

## Year 2



|   | ADVENT<br>1   | ADVENT<br>2                                 | LENT<br>1   | LENT<br>2                                | PENTECOST<br>1   | PENTECOST<br>2   |  |
|---|---|---|---|--|--|--|--|
| Key Question                                    | Why aren't dinosaurs still alive today?   | Would Peter Rabbit like to live in Bulwell? | Would London burn now?  | Could Kenyan animals survive in England? | Would I rather live in Kenya?  | Would you have liked to have gone to school 150 years ago? |  |
| Cultural Capital Opportunities                  | <ul style="list-style-type: none"> <li>- Nottingham castle trip</li> <li>- Dinosaur Stomp celebration</li> <li>- Library visit</li> <li>- Planting at Bulwell Forest Garden</li> <li>- Visit to Sellers Wood</li> <li>- <b>Debate:</b> Would it be good if dinosaurs were still alive today?</li> </ul> |   | <ul style="list-style-type: none"> <li>- Fire of London enactment</li> <li>- Fire engine visit</li> <li>- <b>Debate:</b> Who was to blame for the great fire?</li> </ul>  |  | <ul style="list-style-type: none"> <li>- African drumming and dance workshop</li> <li>- Kenyan visitor</li> <li>- Madaraka Day: 1 June – activity day and performance for families</li> <li>- <b>Debate:</b> Should the trees continue to be chopped down in Kenya?</li> </ul>                                     |  | <ul style="list-style-type: none"> <li>- Victorian museum trip</li> <li>- Poetry performance</li> <li>- <b>Debate:</b> who worked/works hardest at school – a Victorian or present day child?</li> </ul> |
| Curriculum Driver                               | History   | Geography                                   | History   | Science                                  | Geography  | Science  |  |
| Literacy  | Fairy Tales<br>Information Text<br>Poetry<br>Stories with familiar settings<br>Stories from famous authors<br><i>(Anthony Browne)</i><br>Instructions   |   | Diary / Recount<br>Letter<br>Poetry<br>Non chronological report<br>Stories from other cultures<br>Information text  |  | Poetry<br>Non chronological report<br>Letter<br>Instructions   |  |  |
| Reading<br><br>Fiction<br>Non-fiction<br>Poetry | <u>Study</u><br>Fairy Tale – <i>The 3 little pigs / dinosaurs</i><br><i>The little green dinosaur (T4W)</i><br>Non-fiction books about Dinosaurs<br>Dinosaur poems<br><i>The Tunnel (T4W)</i><br><u>Comprehend</u><br><i>Stone girl, Bone girl</i><br>Non-fiction text about dinosaurs                  |   | <u>Study</u><br><i>Samuel Pepys diary</i><br><i>James and the Great Fire (T4W)</i><br>Great fire of London poetry<br><i>Handa's Surprise</i><br><i>Letters to Africa</i><br><u>Comprehend</u><br><i>The Hunter</i><br>Reading comprehensions linked to Gt fire and Africa |  | <u>Study</u><br><i>Bringing the rain to Kapati plain</i><br>African animals poems<br><i>The day the Crayons Quit</i><br><i>You Wouldn't Want to be a Victorian School child!</i><br><u>Comprehend</u><br><i>Daisy saves the day!</i><br><i>John Patrick Norman McHennessy</i><br>Non-fiction text about Victorians |  |  |

|         |   |  |   |   |   |   |
|---------|---|--|---|---|---|---|
|         | <p><b><u>Pleasure</u></b><br/> Dinosaur Roar<br/> Dinosaurs love underpants<br/> Saturday night at the Dinosaur Stomp<br/> Not now, Bernard<br/> Gorilla<br/> Voices in the Park</p>  |  | <p><b><u>Pleasure</u></b><br/> Vlad and the great fire of London<br/> Toby and the great fire of London<br/> You wouldn't want to be in the Great Fire of London!<br/> Handa's hen<br/> Lila and the secret of the rain<br/> Giraffes can't dance</p> |   | <p><b><u>Pleasure</u></b><br/> The Queens knickers<br/> Queen Victoria's Bathing Machine<br/> The Dunderheads</p>   |   |
| Phonics | <p><b>Year 1 and Phase 5 recap:</b><br/> -ll, -ff, -ss, -ck, -zz<br/> tch, ve (at end)<br/> <b>Plurals</b> - s, es<br/> oy, oi, ph, wh<br/> ai, ay, a-e,<br/> e-e, ee, ea (sea),<br/> ey<br/> ea(head)<br/> i-e, igh, ie (lie),<br/> ie (chief)<br/> o-e, oa, oe, ow<br/> (snow)<br/> u-e,<br/> ue (blue/rescue)<br/> ew (new/grew)<br/> oo(pool) oo(book)<br/> ar, er, ir, ur,<br/> ou, ow (now),<br/> or, ore, aw, au,<br/> air, ear (bear),<br/> are (care),<br/> ear (dear),<br/> -y (happy/cry)<br/> k (for c sound<br/> before e, l or y-<br/> Kent, kit, frisky)</p> | <p><b>Year 2 - Alternative spellings for:</b><br/> dge(edge)<br/> ge(cage)<br/> g (giant)<br/> c (before an e, i or y – race, ice, fancy)<br/> kn (knee)<br/> gn (gnome)<br/> wr (write)<br/> -le (apple)<br/> el (camel)<br/> al (metal)<br/> il (pencil)<br/> -y (cry)<br/> <b>Plural spelling rules</b><br/> Adding -es to nouns and verbs ending in -y (baby/babies fly/flies)</p> | <p><b>Understand the rules for adding:</b><br/> ing, ed, er, est, ful, ly, y</p>  | <p><b>Suffixes:</b><br/> -ed, -ing, -ful, -est, -er, -ment, -ness, -en, -s, -es</p> | <p><b>Alternative spellings for:</b><br/> a (before l or ll - ball, talk, always)<br/><br/> o (mother)<br/><br/> a (after w or qu - want, quality)<br/><br/> or (after w - word)<br/> ar (after w - war)<br/><br/> s (television, treasure, usual)<br/><br/> tion (station)</p> | <p><b>Contractions</b><br/> can't, didn't, hasn't, couldn't, it's, I'll<br/><br/> <b>Possessive apostrophes</b><br/> (singular nouns - she's, Pip's, the girl's)<br/><br/> <b>Homophones &amp; near homophones</b><br/> there, their, they're<br/> here, hear<br/> quite, quiet<br/> see, sea<br/> bare, bear<br/> one, won<br/> sun, son<br/> to, too, two<br/> be, bee<br/> blue, blew<br/> night, knight</p> |
| SPAG    | <p>Commas<br/> Word classes<br/> Conjunctions<br/> Sentence types</p>   |  | <p>Word classes<br/> Apostrophe<br/> Sentence types<br/> Tenses</p>   |   | <p>Suffixes<br/> Using proper nouns</p>   |   |

|                  |  |   |   |  |   |   |
|------------------|--|---|---|--|---|---|
| <b>Maths</b>     | Place value<br>Addition and Subtraction<br>Money<br>Multiplication and Division<br>Statistics<br>Problem solving | Place value<br>Addition and Subtraction<br>Multiplication and Division<br>Properties of Shapes<br>Fractions<br>Measure: Length and Height<br>Measurement: Time<br>Problem solving | Position and Direction<br>Problem solving and some efficient methods<br>Measurement: Mass, Capacity and Temperature<br>Investigations |  |   |   |
| <b>R.E.</b>      | Beginnings – Creation<br>Signs and symbols – Baptism<br>Judaism – Shabbat<br>Preparation – Advent / Christmas    | Books – the Bible<br>Thanksgiving – the Eucharist<br>Opportunities – Lent / Easter  | Serving – Pentecost<br>Rules – We are God's children<br>Treasures – How God cares for us<br>World faith - Islam                       |  |   |   |
| <b>Science</b>   | <b>Healthy living - Animals, dinosaurs and humans</b>  | <b>Materials - their uses and properties</b>  | <b>Forces and Movement</b>  | <b>African Animals and humans - variation</b>  | <b>Plants</b>   | <b>Living things and their habitats</b>   |
| <b>History</b>   | <b>Famous People - Mary Anning</b>   |   | <b>Beyond Living Memory - Great Fire of London</b>  |  |   | <b>Beyond Living Memory – Victorians</b>  |
| <b>Geography</b> |  | <b>My Locality - Bulwell</b>  |   | <b>Life in Kenya – a comparative study</b>   |   |   |
| <b>Art</b>       |  | <b>Take one picture</b><br>Still Life - dishes and fruit by Henri Matisse<br>Clay pots and dishes made in Bulwell - Sellers Wood  |   | <b>Art from Africa</b><br>Camouflage colours, animal prints and patterns<br>Tinga Tinga art and tribal designs |   | <b>Landscapes</b><br>Impressionist art- Van Gogh, Monet, Klee<br>Compare Bulwell landscapes in Victorian times to present day |
| <b>D &amp; T</b> | Dinosaur Models with 3D materials, exploring fixings and fastenings  |   | Vehicles and axles – Compare a fire cart from 1666 to fire rescue vehicles today  |  | Designing an African Mask<br><br>Instruments inspired by plants and seeds |   |
| <b>Music</b>     | Friendship Song  | Ho, Ho, Ho<br>Christmas song  | I Wanna play in a band<br>Rock song   | Hands, Feet, Heart<br>South African Music  | Zoo Time<br>Reggae  | Reflect, Review, Replay<br>Classical Music  |

|           |  |   |   |   |  |  |
|-----------|--|---|---|---|--|--|
| PSHE      | Learn to Love, Love to Learn<br>Feelings and relationships<br>Growing and changing   |   | Living a healthy life.<br>Sinister or safe?<br>Being mindful  |   | Keeping safe, seeking help.<br>Keeping safe, seeking help online.<br>My treasured community.   |  |
| PE        | <p><b>Dance:</b><br/>Dinosaur themed</p> <p><b>REAL PE:</b><br/>Unit 1, 2 &amp; 3 –<br/>Floor movement<br/>patterns</p>  | <p><b>Christmas Play?<br/>or<br/>Dance/ Yoga:</b><br/>seasons/ fireworks/<br/>stories</p> <p><b>REAL PE:</b><br/>Unit 4 –<br/>Coordination/ ball<br/>skills</p> | <p><b>Gymnastics:</b><br/>Balance, jump, roll,<br/>travel and swing on<br/>apparatus</p> <p><b>Real PE:</b><br/>Unit 5 &amp; 6 –<br/>Ball skills – throwing<br/>and catching and<br/>ball control</p> | <p><b>Yoga/ Fitness skills<br/>or<br/>Dance:</b><br/>African dancing</p> <p><b>Cricket:</b><br/>Chance to shine<br/>programme</p> | <p><b>Sending and<br/>receiving:</b><br/>Tennis</p> <p><b>Gymnastics:</b><br/>Floor &amp; bench<br/>work - sequences</p>                       | <p><b>Sports Day practise<br/>or<br/>Football</b></p> <p><b>Athletics:</b><br/>Introduction to the<br/>events. Throw / run/<br/>jump and personal<br/>bests.</p> |
| Computing | <p><b>E-safety</b><br/><b>Computing concepts</b> – sequencing<br/>Kid Bot, repetition animated animals<br/><b>Digital literacy</b> – login retrieve, edit<br/>and save</p> |   | <p><b>E-safety</b><br/><b>Problem solving</b> - Bee-bots, 1,2,3<br/><b>Programming</b> – create and debug simple<br/>programmes</p>   |   | <p><b>E-safety</b><br/><b>Algorithms Project</b> – Plan/design,<br/>make/write, test and debug<br/><b>Code Project</b> - Scratch Rock Band</p> |  |