Birchfield PRIMARY SCHOOL

Year 2 Curriculum Overview
Term 2.2

Teaching Team:
Miss Nguyen, Miss Naz, Miss Mazar
SLT: Mrs Sperrin

PE Days: Monday & Wednesday

Homework: Homework is set on Friday and returned by Wednesday.

Reading books are given to children every Monday.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	**Does the past change the present?**
Significant People	Samuel Pepys
Class Texts	The Baker's Boy and The Great Fire of London by Tom and Tony Bradman ***(Themes: Bravery, Determination, Teamwork)***  Coasts by James Nixon ***(Themes: Information, Knowledge)*** 
Reading	**Reading Domains:** 1e Predict what might happen on the basis of what has been read so far. 1d: Make inferences from the text/explain and justify inferences with evidence from the text. 2b: Retrieve and record information/identify key details from fiction and non-fiction. This half term, pupils will examine the book's title, cover, and illustrations to predict what might happen in the story. They will use their prior knowledge of the Great Fire of London and justify their predictions with reasoning. As they read The Baker's Boy blurb and opening pages, they will refine their predictions based on new information. Through guided reading and discussion, pupils will make inferences about characters' thoughts, feelings, and actions, using evidence from the text. They will explore

	descriptive language, identify key phrases that suggest emotions, and consider how the historical context affects the story. Pupils will also focus on retrieving and recording information (2b) from a non-fiction text about coasts. Pupils will develop their ability to locate key facts, identify important details, and understand how information is structured in non-fiction books.
Writing	In writing, pupils will write a diary entry from the perspective of Thomas Farriner and Sir Christopher Wren, describing the events of the Great Fire of London. Pupils will use a word mat to support their selection of past-tense verbs and structure their diary entry with key features, including first-person narration, past tense, time adverbials, and emotive language. Through guided discussions, planning, and independent writing, pupils will develop their understanding of diary writing while deepening their knowledge of the historical event. Year 2 pupils will also learn how to write a non-chronological report by grouping facts into clear subheadings. They will explore how to organise their writing by selecting key information and presenting it under different headings. Pupils will use non-fiction texts to help them gather and understand facts, ensuring their reports are based on accurate information. They will practice using various sentence types—such as statements,

	questions, and exclamations—and adopt an informal, engaging tone to capture the reader's attention.
Maths	At the beginning of this half term, children will learn about length and height. Children will be able to use appropriate standards of units to estimate and measure length and height in any direction (m/cm). They will use rulers and other measuring vessels. They will understand that smaller objects can be measured using a ruler and larger objects can be measured using a tape measure. Children will be able to compare the lengths and record the results using the inequality symbols (<,>, =). Towards the end of this half term, children will learn about mass, capacity and temperature. Children will choose and use appropriate units to estimate and measure mass (g/kg), temperature (℃) and capacity (litres/millilitres) to the nearest appropriate unit using scales and thermometers. Children will also compare and order the mass volume and capacity using the inequality symbols.
History	This term, pupils will be focusing on the Great Fire of London. Pupils will learn the difference between primary and secondary sources. They will sort various examples like Samuel Pepys' diary, artefact boxes, paintings, maps and non-fiction texts, videos. Pupils will also compare London's past with the present. They will explore sources and list

	differences, e.g., buildings, streets, and fire brigade. They will use phrases like "Before they had...", "In the past, they had...", "Now, we have...". Pupils will learn about chronological order and its importance.
Science	During Science this half term, pupils will understand that objects, materials, and living things can be compared and grouped according to their features. They will be able to list different materials, recall their properties, and group objects based on the materials they are made from. Pupils will also understand that a material's physical properties make it suitable for specific purposes. Pupils will learn that different types of paper have unique properties that make them suitable for specific purposes.
D&T	Children will begin the half term by researching existing products to produce ideas. They will identify the user and purpose of various products, explore the fabrics used and their properties, and examine the joining and finishing techniques. Pupils will then learn to join fabrics. They will be taught how to thread a needle and use a running stitch to join fabrics. Following this, pupils will design a product using design criteria. They will explain what they are making, who it is for, and why it fits the purpose. They will sketch their design and label the fabrics, fastenings, and techniques used. Pupils will move on to using

	templates to make their design and add finishing touches to their design. Finally, pupils will evaluate their product. They will identify the strengths of their design and suggest changes that could be made.
Music	This half term, children will be exploring the song 'I Wanna Play in a Band' which is a rock song by Joanna Mangona. Throughout this unit of work, children will explore different rock songs and compare this to other genres they have been exposed to. They will identify instruments that are used within the song 'I Wanna Play in a Band' and the other style indicators of rock music. The children will use a variety of warm-up games to practise pulse, rhythm and pitch. Once they have learnt the song, children will use what they have learnt through their warm-up games to implement instruments using the notes F or F, D & C to play along with the song.
Computing	Learners will begin to understand what the term 'data' means, and how data can be collected in the form of a tally chart. They will also learn the term 'attribute' and use this to help them organise data. They will progress onto presenting data in the form of pictograms and finally block diagrams. Learners will continually learn to use the data presented to them to help answer questions.
PSHE	This half term Year 2 will be looking at 'What helps us to stay safe?' and exploring the theme of health and wellbeing. Children will look at rules that help us to stay safe and they will identify unsafe situations, including online.

	Children will understand and learn they can resist pressure to do something that makes them feel unsafe or uncomfortable. They will learn how not everything they see online is true and children will understand how they can seek help. The children will also be exploring our school value 'ambition'. They will reflect on what this is, who in our lives shows ambition, and how we can be ambitious.
RE	At the beginning of this half term children will be looking at the theme of 'caring for others, animals and the environment.' Towards the end of this half term, children will look at the theme of 'being merciful and forgiving.'
PE	Within every P.E unit, all pupils develop their physical, social, emotional and thinking skills. **<u>Gymnastics</u>** The children will also continue their gymnastics topic. They will continue to develop basic gymnastic actions on the floor such as jumping, rolling, balancing and travelling. There will be a bigger focus on using apparatus throughout this half therm. The children will use the apparatus to create sequences. They will have to use different types of travel to link shapes on the mat and the apparatus to create a flow in their routine. They will learn how to use this safely on their own and with others. They will develop their feedback skills by recognising

	elements required for a high-quality performance. **<u>Jumping Skills</u>** Throughout our jumping skills unit, the children will develop their jumping skills apply an effective jumping technique in a variety of games. Pupils will understand how to apply the correct technique for jumping, skipping and hopping in games. As the children progress to playing team games, they will explore jumping using different combinations, jumping for distance and speeds.

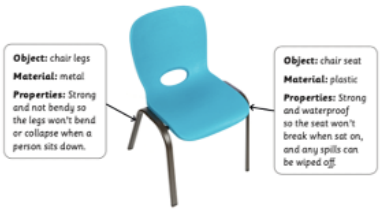
Knowledge Organiser:

Science

PROPERTIES

- absorbent
- not absorbent
- opaque
- transparent
- bendy
- not bendy
- rough
- smooth
- hard
- soft
- stretchy
- not stretchy
- strong
- not strong
- waterproof
- not waterproof

MATERIALS!



Reduce, Reuse, Recycle!

There are three ways we can save the Earth's natural resources.

Reduce the number of objects we buy and the amount of packaging we use. Reuse items like carrier bags and envelopes. Recycle as much waste as possible

bending

stretching

twisting

squashing

MATERIALS

wood

rock

paper

metal

glass

fabric

baked clay

plastic

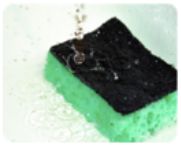
Glossary	
Absorbent	an absorbent material easily soaks up liquid.
Opaque	an opaque material stops light from travelling through it, so you cannot see through it
Transparent	A transparent material allows you to see through it.
Waterproof	a waterproof material does not let water pass through it.

transparent vase

stretchy elastic

soft fabric

absorbent sponge



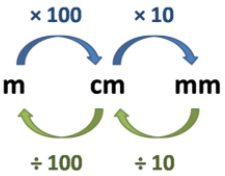
Maths

Maths Knowledge Organiser – Height & Length

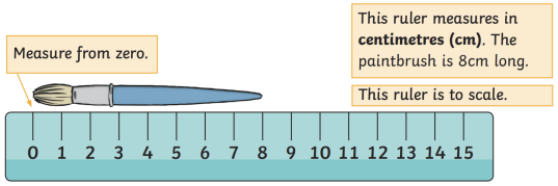
Topic Coverage

Height and Length
- Choose and use appropriate standards of units to estimate and measure length and height in any direction (m/cm) using rulers and other measuring vessels.
- Compare and order lengths and record the results using <, > =.

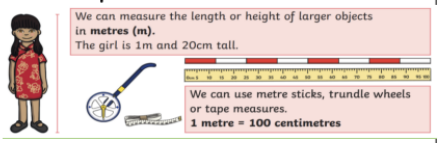
Important information/conversions
10mm = 1cm
100cm = 1m



Measuring in centimetres
If you are measuring smaller objects then you must use a ruler.
See the example below:



Measuring in metres
If you are measuring larger objects then you must use a metre ruler, trundle wheel or a tape measure.
See the example below:



Appropriate measuring tools
Use a ruler if you are measuring small objects such as:
Pencils, books, paper, rubber, buttons, key and dice.

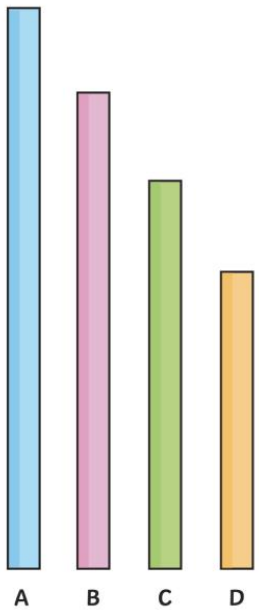
Use a metre ruler or tape measure if you are measure bigger objects such as:
People, table, chair, trolley and a door.

Use a trundle wheel if you a measuring large areas such as:
Playground, field, classroom and hall.

Key Vocabulary	
Length	Distance from one end to another end of an object.
Long	Length that is large.
Short	Length that is small.
Height	Vertical distance from the base of the object to the top.
Tall	Similar to height 'How tall something is'.
Measure	Giving something a number based on its size.
Ruler	A tool used to measure distances in cm or mm.
Tape measure	Flexible form of a ruler (can be made of plastic or metal.
Metre stick	A larger form of a ruler. Can measure up to 1 metre.
Millimetre (mm)	Measurements used for small lengths.
Centimetre (cm)	A unit of measurement (bigger than mm)
Metre (m)	A unit of measurement used for large lengths.
Compare	Looking at differences between numbers.
Order	Putting things in their correct place following some rule (e.g. smallest to largest)|.

Compare and order lengths and record the results using <, > =.

Ordering length



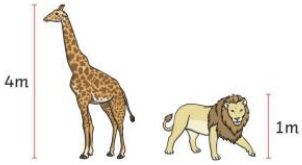
The straws are in order from **longest** to **shortest**.

A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.

Comparing height

The giraffe is **taller** than the lion because **4m is bigger than 1m.**
The lion is **shorter** than the giraffe because **1m is smaller than 4m**

4m > 1m The inequality symbol faces the larger number

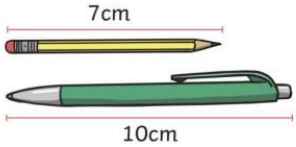


The animals are measured in **metres** because they are **large.**

Comparing length

The pencil is **shorter** than the pen because **7cm is smaller than 10cm.**
The pen is **longer** than the pencil because **10cm is bigger than 7cm**

7cm < 10cm The inequality symbol faces the larger number



The stationary are measured in centimetres because they are **small.**

Maths Knowledge Organiser – Mass, Capacity & Temperature

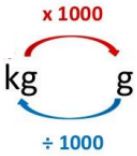
Topic Coverage

Mass, Capacity & Temperature
- Choose and use appropriate standard units to estimate and measure mass (g/kg); temperature and capacity (litres/ml) to the nearest appropriate unit, using scales and thermometers.
- Compare and order lengths, mass volume/capacity and record the results using < > +.

Key Vocabulary	
Mass	How much something weighs.
Gram	A measurement of mass (small).
Kilogram	A measurement of mass (large).
Lighter	Having a weight that is less than that of another object.
Heavier	Having a weight that is more than that of another object.
Capacity	The amount of liquid a container can hold.
Volume	How much liquid is in the container.
Millilitre	A measurement of volume (small).
Litre	A measurement of volume (large).
Temperature	How hot or cold something is.
Celsius Degrees	Measurement of temperature.

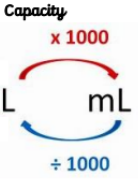
Important information/conversions

Mass



1000g = 1kg

Capacity



1000ml = 1L

Mass

Mass measures the weight of objects.

Comparing mass

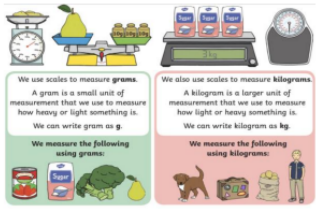
5g 3g

The pear is **heavier** that the tomatoes because **5g is bigger than 3g.**
The tin of tomatoes are **lighter** than a pear because **3g is smaller than 5g.**
5g > 3g

2kg 4kg

The sack of potatoes is **lighter** than the dog because **2kg is smaller than 4kg.**
The dog is **heavier** than the sack of potatoes because **4kg is bigger than 2kg.**
2kg < 4kg

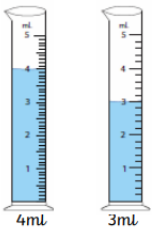
Appropriate measuring tools



Capacity and Volume

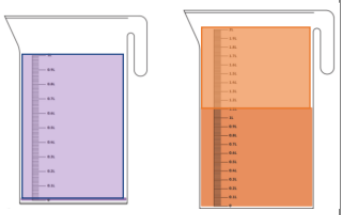
Capacity is the amount of liquid a container can hold
Volume is how much liquid is in the container.

Comparing Volume



4ml 3ml

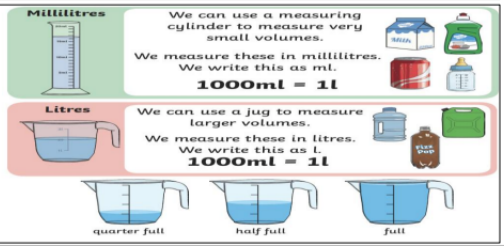
4ml is a larger volume that 3ml because 4ml is bigger that 3ml
3ml is a smaller volume than 4ml because 3ml is a smaller number than 4ml.
4ml > 3ml



1L 2L

2L is a larger volume that 1L because 2L is bigger that 1L
1L is a smaller volume than 2L because 1L is a smaller number than 2L
1L < 2L

Appropriate measuring tools



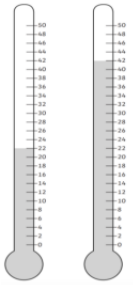
Temperature

Temperature is a measurement of heat.
We usually measure temperature in degrees Celsius (°C) but some parts of the world use degrees Fahrenheit (°F).

We measure the temperature of air, liquids or objects using a thermometer.

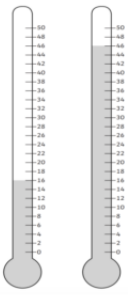
Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube (scale) that shows the temperature.

Comparing Temperature



22°C 42°C

22°C is **cooler** than 42°C because it is a smaller number than 42°C. (didn't rise as much).
42°C is **hotter** than 22°C because it is a bigger number than 22°C. (rose more)
22°C < 42°C



16°C 46 °C

16°C is **cooler** than 46°C because it is a smaller number than 46°C (didn't rise as much).
46°C is **hotter** than 16°C because it is a bigger number than 16°C (rose more).
46°C > 16°C

Home Learning and Useful Links:

Home Learning

Research Samuel Pepys in preparation for a non-chronological report at school.

Create a timeline of the events leading up to, during, and after The Great Fire of London in 1666.

Make a Model of London before and after the Fire.

(You could use cardboard, clay, or even digital tools to show how the city looked before the fire and how it was destroyed or rebuilt afterward).

Create a fire safety poster to show what people in London could have done to prevent the fire from spreading.

Useful links

https://www.bbc.co.uk/bitesize/articles/zhgxcqt
https://www.bbc.co.uk/teach/class-clips-video/articles/zph4g7h

https://www.ncetm.org.uk/in-the-classroom/national-curriculum-resource-tool/?topic=1563&year=1450

https://www.bbc.co.uk/bitesize/articles/z6jm7yc

https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/zd9w8hv

https://www.bbc.co.uk/bitesize/topics/zsrfvwx/articles/z62txbk

https://www.youtube.com/watch?v=DSH81jl-uAk

https://www.youtube.com/watch?v=5qJAEudN-Yk

https://www.topmarks.co.uk/maths-games/hit-the-button

https://www.ictgames.com/mobilePage/hundredSq/index.html \

https://play.ttrockstars.com/auth - Timetables Rockstars