

English:

- 1) **Warning Story** - The Minpins – Roald Dahl - Children to create a warning story ‘The minpins’ based in London
- 2) **Persuasive letter writing** - Write a letter to the Lord Mayor persuading for their landmark to be chosen as the new London landmark
- 3) **Problem resolution story** - To reinvent the ‘Adventure at Cambury Park’ in a London landmark setting
- 4) **Instructions** - To create road safety instructions for around the school.
 - Description of London landmarks
 - Description of Samuel Peeps
- 5) **Class Novel**

Science:**Materials:**

- 1) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- 2) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching and applying heat.
- 3) Identify and classify the use of different materials.
- 4) Compare the uses of everyday materials around the school with materials found in other places (at home, the journey to school, on visits)

Computing:**We are astronauts**

- 1) To write algorithms to control sprites
- 2) To predict the outcome of an algorithm
- 3) To identify bugs in programmes and correct them.

We are games testers

- 4) To analyse the different code blocks that create a game.
- 5) To adapt parts of codes to personalise a game.
- 6) To follow instructions to operate a game.
- 7) To understand how variables change a game.

History:

1. Describe historical events.
2. Describe significant people from the past
3. Place events and artefacts in order on a time line
4. Recount changes that have occurred in their own lives.
5. Identify some of the different ways the past has been represented
6. Compare aspects of life in different periods.
7. Changes within the living memory. Where relevant this should reveal aspects of change in national life.

Geography:

1. Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK (London)
2. Key geographical vocabulary to name key human features such as city, town, village.
3. Use Ariel photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.

Programme of Study

Topic: An Eye for London

Year: 2

Term: Autumn

Art and Design

1. Use a range of materials creatively to design and make products. (Collage)
2. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape and space (Tudor buildings). (Drawing)

Design and Technology:

1. Build structures and explore how they can be made stronger, stiffer and more stable.
2. Evaluate ideas against design criteria.

RE – Christianity: The Church**Hinduism: Diwali**

1. Recognise, name and describe some religious artefacts, places and practices.
2. Describe some of the teachings of a religion.
3. Describe some main festivals or celebrations of a religion.

Physical Education:**Football**

1. Master basic movements including running, jumping, kicking, serving and hitting.
2. Participate in Team games.
3. Develop simple team tactics for attacking and defending.
4. Develop balance, agility and co-ordination and begin to apply these in a range of activities.

Dance

1. Perform simple movement patterns through short sequences.
2. Perform dances using simple movement patterns
3. Develop balance, agility and co-ordination.

Tennis

1. Ball – eye hand coordination
2. Body positions and movements

Music:

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
2. Play tuned or untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.