



## Year 2 Spring 1 - A Victorian Childhood

**Emotional Awareness & Health:** (*relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Dance; Sport & P.E.*)

### PE - Football

**Weeks 1 and 2:** Keeping control of the ball, while passing and receiving.

**Weeks 3 and 4:** Shooting and defending.

**Weeks 5 and 6:** Teamwork and revisiting previous skills.

### PSE, Aiming High and Staying Positive:

- Exploring the emotions poor Victorian children might have felt and developing empathy for children in similar modern day situations.
- Using CAFOD website, investigate and compare life for children in a developing country with childhood in England today.
- Investigating similarities and differences between life in a Victorian school, compared with school life today and how resilient children need to be in each situation, by comparing risk factors.

**Knowledge of the World:** (*Geography; History; Computing; Fair Trade*)

### History - The Victorians:

- to look at events beyond living memory through the lives of significant individuals
- to compare aspects of life in different periods

**Week 1:** Use historical sources to find what childhood was like in the Victorian era.

**Week 2:** What happened to the children who were very poor or orphans?

**Week 3:** How did poor children spend their day?

**Week 4:** Who was Dr Barnardo? Why was he important?

**Week 5:** What happened in a Barnardo school?

**Week 6:** To compare life today for children with that of poor Victorian children.

**Spirituality:** (*R.E.; prayer; worship; reflection; meditation*)

### Jesus At Prayer - The story of the Exodus

- Retell the story of the final plague and the passing over of the angel of death
- Make links between the exodus and beliefs in the presence of God  
Recognise, describe and/or give some reasons for some ways that people because of their religion act in a particular way
- Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.
- Identify sources of religious belief and explain how distinctive religious beliefs arise
- A sense of the truths contained in Scripture
- An appreciation of/for our connection to the Jewish people
- Respect for the faith and practices of the Jewish people
- An openness to learning from other faiths

**Week 1:** Understand why the Exodus is an epic story.

**Week 2:** Recognise that the Exodus story shows the presence of God.

**Week 3:** Reinforce knowledge of the Ten Plagues and retell the story of the final plague, the passing over of the Angel of Death.

**Week 4:** Learn how Passover was celebrated in the time of Jesus and what a Hebrew Temple was like.

**Week 5:** Compare how Passover is celebrated by Jewish people today from the time of Jesus. Recognise and understand the symbols of the Seder plate and the Haggadah.

**Week 6:** Consider the importance of Christian links to the Jewish faith.

**Computing:** Using *Kapow* unit on Algorithms and Debugging.

**Week 1:** What algorithms are used in a simple computer game?

**Week 2:** How do computers make predictions?

**Week 3:** How can algorithms solve problems?

**Week 4:** What does abstraction mean?

**Week 5:** What is debugging?

**The Arts:** (*English; Music; Art; Drama; Italian*).

**English:**

**Composition: Writing for different purposes (descriptive and factual), editing and revising work.**

**Week 1:** Identify features of a narrative written in the Victorian Era and explore the descriptive language used to describe the appearance of characters from Oliver

**Week 2:** Select appropriate adjectives and adverbs to add detail and interest in the description of a character by creating a Missing! poster for Oliver Twist.

**Week 3:** Use adjectives, with conjunctions and adverbs, under the correct sub-headings, by creating a cohesive description for a Wanted! poster about Fagin.

**Week 4:** Use expanded noun phrases to describe a setting to create atmosphere, by describing Fagin's lair and the workhouse.

**Week 5:** To write a narrative to describe a new character and setting, building on weeks 1-4.

**Week 6:** Organise writing using paragraphs to plan, write and evaluate a factual piece of work: What was life like for poor children in the Victorian era?

**Grammar: Learning how to use both familiar and new punctuation. Using sentences with different forms: statement, question, exclamation, command.**

**Week 1:** Use expanded noun phrases to describe characters' appearance.

**Week 2:** Use possessive apostrophe, linked to the possessions of the character

**Week 3:** Explore useful conjunctions for writing a character description: *when, if, or, but, however*

**Week 4:** Identify statements, questions and commands used in the workhouse described in Oliver Twist.

**Week 5:** Explore how similes add detail to descriptive language

**Week 6:** Use paragraphs correctly when structuring a longer piece of writing.

**Transcription and Reading:**

**Phonics and Spelling: Letters and Sounds/ Phonics Play Planning**

Continuous revision of phase 3 and 5 sounds.

Phase 6 sounds:

**Week 1:** Adding -ed, -er and -est to a word ending in -y with a consonant before it

**Week 2:** Adding -ing to a word ending in -y with a consonant before it

**Week 3:** Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

**Week 4:** Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel

**Week 5:** The sound / or/ spelt 'a' before I or ll

**Week 6:** Common exception words, including *child, children, could, would, should, poor, cold, find*.

**Comprehension:**

**Week 1:** Queen Victoria focusing on vocabulary

**Week 2:** Life in a Victorian Workhouse focusing on retrieval

**Week 3:** Life as a Victorian factory girl focusing on inference

**Week 4:** Charles Dickens focusing on sequencing

**Week 5:** Victorian toys focusing on inference

**Week 6:** Victorian inventions focusing on predictions

**Handwriting: Nelson scheme**

**Week 1:** Unit 11 practising small letters

**Week 2:** Unit 12 practising joining to the r

**Week 3:** Unit 13 practising joining to ascenders

**Week 4:** Unit 14 practising joining from the letter o

**Week 5:** Unit 16 practising joining the letter c

**Week 6:** Unit 17 practising writing the letter g

**The Arts:** *(English; Music; Art; Drama; Italian). Continued*

**Italian:**

Basic vocabulary e.g greetings, colours, numbers and animals.

**Music:** A unit of work based on rock music, as a genre.

**Weeks 1 & 2:** Listen to and appraise songs from different rock bands, including Queen, The Beatles and Status Quo.

**Weeks 3 & 4:** Learn to sing and play a specially composed rock song.

**Weeks 5 & 6:** Focus on the elements of music - pulse, pitch, tempo and dynamics, by improvising and composing simple rhythmic patterns.

**Art:**

**Weeks 1 & 2:** Find out about the work of Victorian artist, William Morris and describe the similarities in his use of colour and pattern.

**Week 3 & 4:** Design a repeated pattern for print making, considering the colour scheme and shapes used.

**Week 5 & 6:** Print a repeated pattern, using a successful print technique with polystyrene and paint.

**Skills Builder:** *(Aiming High; Teamwork; Perseverance; Imagination; Sharing Ideas; Leading; Listening; Staying Positive; Solving Problems)*  
Embedded in everyday lessons.

Due to Covid19 no current project days planned.

**Enquiry:** *(Science; D.T.; Maths; open ended tasks)*

**Maths:** *Using Maths, No Problem!*

**Weeks 1 and 2: Chapter 3** Multiplication of equal groups of 2s, 5s and 10s.

**Weeks 3 and 4: Chapter 4** Division by grouping and sharing of 2s, 5s and 10s.

**Week 5: Chapters 3 & 4** Solving word problems using multiplication and division.

**Week 6:** Consolidation of the four operations - addition, subtraction, multiplication and division.

**Continuous revision of:**

- *mentally counting in 2s, 5s and 10s*
- *learning and recalling facts from the 2, 5 and 10 times tables*
- *adding/subtracting 2-digit numbers, using written methods.*
- *Maths Passport targets (personalised)*

**Science - Biology - Animals, Including Humans:**

**Week 1:** To know all things animals need to survive.

**Week 2:** Observe how humans develop and change as they grow.

**Week 3:** What are the similar characteristics between adults and their children?

**Week 4:** How does exercise affect our bodies and mental health?

**Week 5:** Why is it important to have good hygiene?

**Week 6:** To know the different food groups and which foods help to keep us healthy.  
How else can humans be healthy?

**Design and Technology: Learning the technical knowledge of sewing:**

**Week 1:** Look at a selection of Victorian samplers. Identify similar colours and stitches.

**Week 2:** Learn how to thread a needle and identify three different stitches used in a Victorian sampler.

**Week 3:** Using running stitch to make a border for their sampler.

**Week 4:** Using cross stitch to create designs on their sampler.

**Week 5:** Evaluate the Victorian sampler created, including each others.