



Cramlington Village Primary School

Medium Term Planning – Year 2 – Autumn 2nd Half Term 2016/17
Topic: Victorians

Key learning questions:

- Was a 6 year old's life better in the Victorian era than life today?
- What were Victorian schools like?
- What types of jobs did people, do?
- Would you rather eat Vicky's dinners or gruel?
- How can we make a Victorian toy?

Key texts: Oliver Twist- Charles Dickens
 Chimney Child- Laurie Sheehan

You wouldn't want to be a Victorian schoolchild- John Malam

A variety of Non-fiction texts

Year 2		
Literacy	Speaking and Listening	Mathematics
<p>Writing Activities This unit will focus on information texts. These will be taught alongside and inspired by the narrative-Oliver Twist.</p> <p>Non chronological report on the life of Victorian 6 year old Instructions on how to make Victorian gruel Explanation texts on how a thaumatrope works.</p> <p>Exploring Victorian poetry - focusing on rhyming couplets, rhythm and syllables. Children to create their own Victorian style poem.</p> <p>Instructions on how to make gruel Recount of the Learning expedition (Extended Writing) Comparing the life of a 6 year old now and in the Victorian era.</p> <p>Handwriting Pupils will: - form lower-case letters of the correct size relative to one another -Introduce cursive joins into all writing</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Writing – composition</p> <p>Develop positive attitudes towards & stamina for writing through regular opportunities for extended writing. basic purpose of writing established & some appropriate features of the given form used promoted through checklists</p>	<p>Pie Corbett – Narrative- Oliver Twist Drama Use drama and role play to act out the story of Oliver Tell recounts of experiences Hot seating characters from Oliver. Develop questions for character interviews and record their responses.</p> <p>Reading – Comprehension</p> <p>Children will read and discuss the structure of non informational texts. Children will express personal responses, including likes, dislikes with reasons to characters and settings with in Oliver Twist.</p>	<p>Measurement</p> <p>Children will estimate and measure length / height using standard units (m/cm). We will also measure mass using k/kg. We will explore different measuring tools (rule, metre stick, scales) and their purpose. We will be measuring to the nearest unit and ten. We will further develop our knowledge of measure by using < > = to compare results.</p> <p>Graphs</p> <p>We will learn how to read, create and interpret a variety of graphs and charts (tally charts, pictograms, bar charts, table) to find information.</p> <p>We will ask and answer simple questions relating to graphs and we will develop skills in reasoning by using graphs and charts to compare information.</p> <p>Multiplication and Division</p> <p>We will practice our 2,5 and 10 times tables. We will use these facts to solve multiplication and division problems.</p> <p>We will also focus on odd and even numbers, identifying if there are patterns in the above times tables.</p> <p>We will use a variety of methods to solve multiplication and division word and number problems. These include: arrays, repeated addition, repeated subtraction and mental methods.</p> <p>We will investigate how and why multiplication is commutative- numbers can be in any order, whereas division is not.</p>

<p>Writing - vocabulary, grammar, punctuation</p> <p>How the grammatical patterns in a sentence indicate its function as a question through our non chronological report on food, or commands via or instructional text.</p> <p>-</p> <p>SPAG</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Varied sentence openers- adverbs, time connectives, imperative verbs</p> <p>sentence demarcation- commas in lists- ! ?</p> <p>apostrophes for omission & singular possession</p> <p>Spellings- we will be concentrating on adding suffixes- ly, ment, ness, less, est, er, ful</p>			
Physical Education and Forest School	PSHE RE	Geography, ICT, History, Science	Art, Music, DT Cookery
<p>PE</p> <p>We will be learning different Victorian games and drills.</p> <p>We will learn hockey skills. We will develop skills in coordination, passing and dribbling.</p> <p>Indoor PE</p> <p>We will developing our gymnastics skills by focusing on shapes, balances and rolling. We will create a gymnastics routine focusing on sequencing, travelling and balancing.</p> <p>We will discuss the importance of being healthy- having a healthy lifestyle through exercise. This will be linked to Science.</p> <p>Forest School</p> <p>We will identify and compare the suitability of a variety of everyday materials- rock, brick, wood, paper, cardboard to create a cart to transport coal.</p>	<p>PSHE</p> <p>Relationships, friendships, families.</p> <p>Making decisions and resolving conflict</p> <p>Team work and it's importance</p> <p>RE</p> <p>Christianity</p> <p>We will explore the Christian faith in detail. We will discuss key Christian stories and how they can teach us values (link to Pshe).</p> <p>We will explore how christians celebrate christmas and compare it to other world religions.</p>	<p>History</p> <p>Comparing modern schools to Victorian schools. Research and write a information text on Victorian inventions</p> <p>Make a personal time line- key events in Victorian history.</p> <p>We will using picture sources and videos to develop our understanding of life during the Victorian era.</p> <p>Science</p> <p>We will explore how animals get their food from plants and other animals. We will create simple food chains</p> <p>We will explore how animals and humans have offspring which grow into adults.</p> <p>We will also focus on the basic survival needs of animals and humans. We will discover how we can stay healthy by having a healthy diet, exercise. Children will work in groups to create a video promoting a healthy lifestyle.</p>	<p>ART</p> <p>Produce crockery (coil pot) for the Victorian house</p> <p>Create traditional Victorian christmas decorations.</p> <p>We will develop drawing and observational skills by creating self portraits.</p> <p>Cookery</p> <p>Make Victorian gruel and create instructions</p> <p>DT</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing= link to designing a cart to transport coal.</p> <p>Children will plan and make a victorian thaumatropes using a range of material</p>

<p>We will also manipulate materials- twigs, leaves, straw to make a chimney sweep.</p>		<p>ICT</p> <p>use technology to create an algorithm using the APP ' Scratch', Pupils to create their own Victorian school classroom.</p> <p>Create a comparison of modern and old schools on pic collage</p>	
<p style="text-align: center;">Role play area</p> <p>A Victorian class has been established which will enable the children to delve deeper into the life of a victorian child through role play and experience lessons on spelling, writing and time tables as a victorian</p> <p style="text-align: center;">Children will be able to experience life as a Victorian school boy/girl</p>			
<p style="text-align: center;">Forest school - Thursday afternoon. PE - Monday and Tuesday afternoon.</p> <p style="text-align: center;">All homework to be completed and handed in every Wednesday. Times table test and spelling test are every Friday.</p>			