



Year 2 Time Travellers



Key Aim – Through this theme, we aim for the children to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. They will be taught about the lives of significant people in history and significant people and places in their own locality.

Key Vocabulary:

Victorians	Royal
Monarchy	author
past	engineer
years ago	inventor
today	yesterday
now and then	

Key Concepts and Skills:

Chronology: Sequencing events and or objects in time; using chronological vocabulary (sequence Queen Victoria's life)

Change and continuity: Differences and similarities between ways of life at different times such as monarchs, schools, sport, Christmas, transport and everyday life.

Cause and consequence: Why people did things, why events happened and the results. Discuss John Dunlop and Charles MacIntosh

Historical enquiry: Find out about the past by exploring a variety of sources such as photos and books. Explore local history: Charles Dickens. Asking and answering questions; choosing and using sources to show understanding

Interpretation: Explore ways to find out about the past and know how it is represented

Key facts:

Time Travel means understanding what has happened in the past or will happen in the future. Victorians lived a long time ago – over a hundred years ago. They were called Victorians because of Queen Victoria.

A lot of famous Victorians have influenced our modern lives.

Life was very different in Victorian times.

Schools were very different in Victorian times. Teachers could hit children, use canes and the dunce's hat.

Quality Texts to Inspire Us:



YEAR 2
Time Travellers
Autumn II TERM 2023

Outcome: The children will be in role as a Victorian school child and experience small parts of a Victorian school day and a Victorian Christmas. This will deepen their understanding of the past.

Hook: We will explore and discuss what is in the box?



As **Readers**, we will:

- continue to read and discuss a wide range of genres
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables
- read aloud books closely matched to their improving phonic knowledge, sounding out **many unfamiliar words** accurately, automatically and without undue hesitation

Key Texts:

- Queen Victoria: monarch, champion of the arts, icon.
Written by Mandy Archer from The Victorian and Albert Museum (Part of the V&A introduces series).
- Alice in Wonderland written by Lewis Carroll
- Own individual reading book

As **Writers**, we will:

- write a chronological report to inform the reader about Queen Victoria and compare her with King Charles III
- write a narrative and describe how Alice in Wonderland fell down the rabbit hole and what she saw when she landed at the bottom.
- write sentences that are sequenced to form a short narrative (real or fictional)
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters of the correct size relative to one another in some of their writing
use spacing between words

Key Vocabulary:

- *sentence, capital letter, full stop, adjective, noun phrases*

Must Haves:

- *capital letters and full stops*
- form lower-case letters in the correct direction, starting and finishing in the right place

As **Mathematicians**, we will:

Fluency: ♣ odd numbers and composition of odd numbers to 20

Multiplication and Division: ♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables ♣ calculate statements for multiplication and division and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ solve problems in contexts.

Shape: identify and describe the properties of 2-D and 3D shapes ♣ identify 2-D shapes on the surface of 3-D shapes ♣ compare and sort common 2-D and 3-D shapes and everyday objects.

Money ♣ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money ♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary:

Multiplication and division:

odd and even numbers, array, lots of, multiply, divide, groups of

Shape: edges, vertices, faces, sides, line of symmetry

Money: pounds, pence, names of all the coins and notes, equivalents

As **Scientists**, we will learn about the uses of everyday materials:

- identify and compare the suitability of a variety of everyday materials such as wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- identify and discuss the uses of different everyday materials
- explore the properties of materials that make them suitable or unsuitable for particular purposes
- find out about people who have developed useful new materials, for example John Dunlop and Charles Macintosh
- work scientifically by comparing the uses of everyday materials in and around the school with materials found in other places
- observing closely, identifying and classifying the uses of different materials, and recording their observations

Key Vocabulary:

materials	wood
squashing	metal
bending	plastic
twisting	glass
stretching	brick
observe	rock
record	paper

As **Historians** we will:

- look at and discuss real artefacts from The Victorian Age
- sort objects from The Victorian Age
- learn about Victorian school and identify similarities and differences to today
- learn about the life of Queen Victoria
- understand how the inventions of Victorians shaped our lives today
- learn about the achievements of John Dunlop, Charles MacIntosh and Charles Dickens

Timeline: 1806 Isambard Kingdom Brunel born 1812 Charles Dickens born 1819 – Victoria born 1837 – became Queen 1840 – married Prince Albert 1840 – 1857 nine children born 1861 - Prince Albert died 1865 Alice in Wonderland published 1897 - Queen Victoria celebrated her Diamond Jubilee, 1901 – Queen Victoria died 1926 Queen Elizabeth II born 2022 Queen Elizabeth celebrated her Platinum Jubilee 2022 Queen Elizabeth II died 2022 King Charles III become King

Key Vocabulary:

Queen Victoria
Queen Elizabeth II
King Charles III
Charles Dickens and Isambard
Kingdom Brunel – Portsmouth link
Lewis Carroll
John Dunlop
Charles MacIntosh
Florence Nightingale (link to Year 1 learning)

As **Designers and Artists**, we will:

- use drawing and painting to develop and share ideas, experiences and imagination
- develop self portraits
- learn about the work of the artist Frida Kahlo and making links to their own work.
- apply DT skills to make Christmas decorations

Key Vocabulary:

observe
sketch
draw
paint

As **Computer Technologists** we will:

- revise spreadsheets and use a spreadsheet to add amounts
- create a table and a block graph
- understand what an algorithm is
- understand that algorithms follow a sequence
- know what debugging is

Key Vocabulary:

algorithm tools
debug
spreadsheet
code
sequence
table
graph

In **PE** we will:

- understand how to prepare the body for exercise
- understand what fitness means.
- complete a range of circuit-based activities and understand the reason for doing them
- understand what happens to the heart rate during exercise
- develop balance and coordination

Key Vocabulary:

warm up
cool down
circuits
exercise
fitness

In **PSHE** we will:

- understand and discuss how to keep safe
- identify risks
- know what to do in an emergency

Key Vocabulary:

risks safe and safety
e-safety Call 999

As **Musicians**, we will:

- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Vocabulary:

sing
tuned instruments untuned instruments
speed timbre
beat rhythm