

## Year 2 Spring Lower Key Stage 2

### Theme: Houses, Homes & Buildings

#### Topic: Crazy Constructions



#### Science

Suggested activities: Investigate which materials are suitable for building a house, e.g. strength, waterproof etc. Sort materials according to their properties.

Put the three houses to test in a science experiment. Put own house to a test in a science experiment.

**Foundation Knowledge:** Explore the properties of different materials

**Next steps:** Distinguish between an object and the material from which it is made. Identify and name wood, plastic, glass, metal, water and rock. Describe the simple physical properties of everyday materials. Compare and group together everyday materials on the basis of their simple physical properties.

#### Geography

Suggested activities: City vs countryside – where is it? What does it look like?

Hull and the surrounding area comparisons. Use Google Maps (Satellite View) to find your own home. Where do pigs/wolves etc. normally live? How is this area different to yours?

**Foundation Knowledge:** know about similarities and differences in place, objects and materials.

**Next steps:** Understand geographical similarities and differences through studying the human and physical geography of a small area. Use basic geographical vocabulary of key physical and human features including house, office, shop, factory, hill, forest, vegetation, season, river etc.

#### English Core Text

##### **The Three Little Wolves and The Big Bad Pig (Eugene Trivizas & Helen Oxenbury)**

*The three little wolves erect first a solid brick house. The big bad pig comes along and when huffing and puffing fails to work, he uses a sledgehammer to bring the house down. Next, they build a home of concrete: The pig demolishes it with his pneumatic drill. The three little wolves choose an even stronger design next time round: They erect a house, made of steel, barbed wire, armour plates and video entry system, but the pig finds a way to demolish it too. It is only when the wolves construct a rather fragile house made of cherry blossoms, daffodils, pink roses, and marigolds that the pig has a change of heart.*

##### **Supplementary texts:**

###### Fiction:

If I Built a House (Chris Van Dusen)

Belonging (Jeannie Baker)

Town and Country (Craig Shuttlewood)

###### Non-fiction:

Let's build a House (Mick Manning)

Step Inside Homes Through History (Goldie Hawk)

Home (Carson Ellis)

##### **Genres to cover:**

\*Expository: Reports (including non-chronological, historical, scientific or descriptive)

\*Expository: Newspaper articles

\*Narrative: Story (including storyboards, narrative stories, comic strips, speech bubbles, etc.)

#### Design Technology

Suggested activities: Design, make and evaluate a house from the story. Design, make and evaluate a brand-new house using 'If I built a House' By Chris Van Dusen. Design, make and evaluate a mask/costume of a character from the story.

**Foundation Knowledge:** Explore materials and experiment with construction and design.

**Next steps:** Design purposeful, functional, appealing products for themselves and others based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas. Build structures.

#### Maths (NSPPC Number Day- February)

##### **Number:**

Multiplication and Division

Number Bonds

##### **Measures:**

Length

Capacity

Mass

##### **Foundation knowledge and Next steps:**

Links Outlined on FHS Maths Progression

Document

#### PSHE

Suggested activities: Comparing similar characters across different stories (the role of the wolf).

Conscience alley  
Teamwork in drama/retelling a story

##### **Jigsaw**

Dreams & Goals

Healthy Me

#### History

Suggested activities: Real-life homes that fell. The Great Fire of London. Why did those houses fall? How are modern homes different? Recreate the great fire using miniature card houses in the forest school.

**Foundation Knowledge:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

**Next steps:** Beyond living memory: Events that are significant nationally and globally – The Great Fire of London

#### RE

Suggested activities: Chinese New Year, Passover, Easter. Comparing of creation stories, similarities & differences.

**Next steps:** Creation stories from different religions