

Writing Purposes

Writing to entertain: Finding tale (The Bear and the Piano, David Litchfield)

Writing to inform: Non-chronological report (Vlad and the Great Fire of London, Kate Cunningham)

Writing to entertain: Poetry (Great Fire of London)

Book Spine Texts

The Dark, Flat Stanley, If all the World were...

Grammar

Commas, conjunctions, exclamations, questions, adjectives, adverbs.

Materials:

Identify and compare the suitability of a variety of everyday materials, including 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.

Number: count in 2s, place value 2-digit, compare and order using $<=>$, solve problems.

Addition and Subtraction: numbers up to 50, add 2-digit and 1-digit, add three 1-digit and commutative law.

Multiplication and Division: odd, even, 2x tables, commutative law, problem solving.

Fractions: halves and quarters of number, amounts and shape

Measures: recognise coins/notes, money problems.

Geometry: properties of 2D/3D shapes, compare and sort.

Statistics: interpret and construct pictograms, tally, block diagrams, tables, sort data into categories, total and compare.

English

Science

Mathematics

RE: Living by the rules, exercising self-discipline, Sharing and being generous, being regretful of suffering

RE UNICEF links: Articles 4/12/24/32

PSHE: Being me in my world

Hopes for year, Rights and responsibilities, Rewards and consequences, A Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings

Celebrating differences

Recognise gender stereotypes, know that bullying is wrong and discuss how this makes people feel, similarities and differences

**PSHE
and
RE**

Year 2 Autumn

The Great Fire of London



*Achieving
Excellence
Inspiring
Dreams*

**Art
Design &
Technology**

DT – Design and make a free-standing structure linked to Christmas (a playground for elves).

Art – Create a collage, by selecting and using materials based on their properties. Create their own painted papers to provide the colours or textures they need; cut, tear, roll, scrunch, fold and coil; overlap and overlay and use stitches to add detail to the finished piece.

Music

Hands, Feet, Heart

Learn about voices singing notes of different pitches (high and low).

Learn that they can make different types of sounds with their voices (spoken word with rhythm).

Learn to start and stop singing when following a leader.

Physical Education

Dance: Move in time to the music showing expression and control, remember simple dance steps, perform using a variety of levels and different ways to travel.

Gymnastics Perform shapes and jumps with a strong body and control, perform a bunny hop correctly, perform a sequence

Fitness: Balancing in exercises static and when moving building control when performing movements, counting scores, recording them and trying to beat their score, Co-ordinating body whilst moving at different speeds, understand what is happening to your body when exercising and how to feel a pulse

Multi-skills: Balance on low apparatus with control, Change direction quickly, Co-ordinate body whilst beginning to move at different speeds with various equipment, complete team challenges in various running/obstacle games and working together to improve team performance

Computing

Coding - Sequencing Simple Algorithms and Programs:

- give and follow a sequence of commands to complete a specific task
- predict the movement of the sprite to create a route-based program before testing it out
- debug a route-based program during running the program to correct any mistakes
- evaluate algorithms to make judgements on their effectiveness before creating a route-based program to complete a given task
- use logical thinking to reverse a route-based program

E-Safety - Project Evolve:

Health, Well-being and Lifestyle, Online Relationships and Online Reputation

History

-To know that the Great Fire of London happened in 1666

-To understand where the fire started and how long it lasted

-Explore sources in order to gain a better understanding of why the fire spread so quickly

-Use sources to explore what the houses were like at the time and how that led to the fire spreading

-Know who Samuel Pepys was and explore extracts from his diary

-Understand that King Charles was the ruler at the time and that he ordered London to be rebuilt after the devastation (including the rebuilding of St Pauls Cathedral)

-To understand that there is a monument in London that commemorates the fire

Enquiry: Why did the Great Fire burn so many houses?

Geography

-Recap the 7 continents and put them in order of size

- Identify the 5 oceans and locate on a map

-Locate London on world maps and use aerial photos to identify some key London landmarks

- Identify seasonal and daily weather patterns in Autumn