Year group: 2 **Term**: Autumn 1 **Topic**: Great Fire of London	
Literacy	**Class Text: Vlad and the Great Fire of London by Kate Cunningham** **Genres**: Historical recount/diary entry **Journey 1:** <u>Immerse</u> Sequencing events of the Great Fire of London <u>Analysis</u> Identify common features of historical recount <u>Skills</u> Full stops and capital letters Adding the suffix -ly to create adverbs Co-ordinating conjunctions <u>Plan</u> Plan writing by saying what they are going to write Plan their writing by using a writing frame with images <u>Write</u> Draft and write by writing a recount of an event Draft and write by using known phonemes for spelling and some key vocabulary Draft and write by saying and writing sentences about an event in chronological order <u>Review</u> Proof-read for punctuation errors (capital letters and full stops) Evaluate and edit making simple additions eg conjunctions Edit for past tense verbs **Journey 2:** <u>Immerse</u> Read examples of historical fiction and narrative Thoughts and feelings Read extracts from Samuel Pepys' diary <u>Analysis</u> Identify common features of historical recount including chronology

	Identify common features of diary <u>Skills</u> Formation of adjectives using suffixes [-ful, -less] Coordination [using or, and, but] Correct choice and consistent use of past tense throughout writing Capital letters, full stops, exclamation marks to demarcate sentences <u>Plan</u> Plan writing by saying what they are going to write Plan their writing by using a flowchart with images Plan a piece of historical recount <u>Write</u> Draft and write by writing a recount of an experience Draft and write by using known phonemes for spelling and some key vocabulary Draft and write by saying and writing sentences about an event in chronological order <u>Review</u> Proof-read for punctuation errors (capital letters and full stops) Evaluate and edit making simple additions eg adjectives
Maths	**<u>Place Value</u>** • Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s, 10s • Count in 3s

	<u>Addition and subtraction</u> • Bonds to 10 • Fact families – addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1 digit numbers • Add to the next 10 • Add across a 10 • Subtract across a 10 • Subtract from a 10 • Subtract a 1 digit number from a 2 digit number (across a 10) • Add two 2 digit numbers (across a 10) • Subtract two 2 digit numbers • Mixed addition and subtraction • Compare number sentences • Missing number problems
Science	**Everyday Materials and their Uses** • Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) • Different materials have different properties. • A material is chosen to make an object because of its properties. • The properties of a material make it either suitable or unsuitable. • Some materials are more suitable than others. <u>Children will work scientifically in this unit by:</u> Using senses to observe and look closely Making simple records of what I notice or how things change
History	**<u>The Great Fire of London</u>** Pupils will acquire the following historical knowledge throughout this unit of work: · What London was like in 1666 · The key events of the Great Fire of London · How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn · Why the fire spread so quickly · The damage the fire caused

	· How London changed after the fire
Geography	***Topic not taught this half term.***
Art	**Craft and Design: Map it Out** By the end of this unit pupils will be able to: • Sort map images into groups, explaining their choices. • Draw a map of their journey to school, including key landmarks and different types of mark-making. • Follow instructions to make a piece of felt that holds together and resembles their map. • Decide how to place 'jigsaw' pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery.
Design Technology	***Topic not taught this half term.***
Computing	**iSafe** In this unit children will be able to: • understand what personal information means, that it is unique to themselves and should only be given to trusted adults • understand that not everyone you meet is trustworthy and identify the characteristics of people who are trustworthy in order to make choices which keep them safe. • Identify a risky situation that needs a trusted adult's help • Understand that emotions and physical sensations can be a tool to help judge unsafe situations Understand the importance of checking with an adult before participating in an online environment and be open with them about online experiences.
PE	**Invasion Games** By the end of this unit children will know and understand: • How to dribble with a ball. • how to change direction. • what space is. • how to receive a ball with my hands and feet. • the rules of the game. • the changes in my body when I exercise.
RE	**Creation and Covenant** **Hear:** By the end of this unit of study, pupils will have encountered the following key texts:

	• The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 • LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' • Psalm 139146 in praise of God's Creation of each of us and his love for us. **Believe:** By the end of this unit of study pupils will know that the Church teaches: • God makes a covenant (promise) with Noah to save all living things. • That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. • The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the New Testament **Celebrate:** By the end of this unit of study pupils will know • By the end of this unit of study, pupils will know: • Psalms are prayers to praise God. • Sacraments are living signs of Jesus' love for all people • Baptism is the first sacrament which welcomes people into the Christian family. **Live:** By the end of this unit of study, pupils will know: • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church.
Music	**<u>Call and Response</u>** By the end of this unit pupils will be able to: • Use dynamics when creating sound. • Play in time with a group. • Experiment with different sounds on the same instrument. • Clap the animal sound patterns mostly accurately. • Clap the sound patterns in time with the pulse of the backing track. • Demonstrate both a call and response. • Copy a sound pattern using an instrument. • Playing either a call and/or response role in time with another pupil. • Perform a composition.
RSE	Let the Children Come. I am Unique.
Immersive Events/Visits/Visitors etc	Visit from History to Life about The Great Fire of London.