

Year 2 Autumn 1 – Great Fire of London



Spirituality: *(R.E.; prayer; worship; reflection; meditation)*

Margaret Carswell planning Block B: Years 1-3

Beginning with God

AT1 I -Beliefs, Teachings and Sources

AT1 I - Celebration and Ritual

AT1 III - Social and Moral practices and Way of Life

Daily acts of Collective Worship

Emotional Awareness & Health: *(relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E. (Not Dance))*

PE

Develop basic skills to travel with, send and receive a ball and other equipment in different ways

Using simple tactics and applying rules

Use what has been learnt to improve the quality and control of their work

Recognise and describe how their bodies feel during different activities

Exploring movement with safety

PSE, Empathy

Understanding the emotions of the Londoners during the Great Fire. Making links to own experiences of fearful situations, e.g going to stay with family without parents.

Citizenship

Make links to Grenfell Tower fire and how the victims in the fire felt. Also explore how the fire brigade and Londoners pulled together during this time.

Knowledge of the World: *(Geography; Hist; Computing; Fair Trade)*

Computing

Identifying uses of information technology outside of school.

Explaining how to stay safe online.

Geography

Use maps and globes – Identify London as the capital of London.

Locations on a map – Identify the River Thames

Respond to geographical questions – Why the river was important during the Great Fire

History

Place events in chronological order

Identify and use a variety of information sources

Ask and answer questions about the past

Use common words and phrases related to the passing of time

- Significance of the Great Fire of London
- Significant people, King Charles ii and Samuel Pepys and Thomas Farryner
- Cause and effect to house building in cities. E.g houses are now built with brick not wood due to the Great Fire.
- St Pauls survived the Great Fire.

The Arts: (Eng.; Music; Art; Drama; Dance; Italian)

English

Sentence structure and punctuation - Organisation to reflect purpose.

Capital letters/Full stops/Spaces

- To know capital letters are at the start of sentences and full stops are at the end.
- Words must be separated clearly.
- To know the use of a possessive apostrophe.

Phonics

Revisit Phases 3/4/5 of Letters and sounds

Phase 6 – adding suffixes and using the past tense

Irregular spelling patterns

Using dictionaries

Composition and Effect – To be able to...

- Understand how and when to use adjectives.
- Use verbs.
- Use a variety of sentence openers.
- Join clauses with conjunctions.
- Recognise and use features of a recount.
- Recognise and use features of instructions
- Add detail (subordinate clauses) to the end of a sentence
- Use ambitious word choice.

Guided Reading

Following the 5 reading domains. Focus will be on decoding, retrieving information from a piece of text, beginning to make inferences and predictions and comparing things that they have read.

Spelling- Learn the 64 Y2 common exception words. Revisit common exception words for Y1. Following general rules plus differentiated spelling patterns Sounds spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as a g elsewhere in words before an 'e' and 'l' and a 'y'. E.g badge, edge, huge. 'S' sound spelt as C, e.g.race, silent 'k' and silent 'g' and 'wr.'

Handwriting

Upper and lower case letters having the correct size, relative to each other
Diagonal and horizontal strokes needed to join letters.

Revisit correct letter formation,

Music

Begin to sing in tune

Perform and accompany simple rhythmic patterns

Use musical elements to create moods and effects

Drama

Perform pieces of stories and text to assist with writing.

The Arts: (Eng.; Music; Art; Drama; Dance; Italian) (**CONTINUED**)

Art

Exploring tone, texture and colour

Investigating a variety of materials and techniques, e.g. silhouette

Adapt and improve own work

Comment on the work of others using comparative language

Dance

Exploring movement with safety

Responding to musical stimuli

Repeating/linking actions with co-ordination

Recognising and describing how different dance activities make you feel

Composing own routines.

Enterprise: (Aiming High; Teamwork; Perseverance; Imagination; Sharing Ideas; Leading; Listening; Staying Positive; Solving Problems)

Autumn 2 focused project. "House of Design" - above skills reinforced continually.

Enquiry: (Science; D.T.; Maths; open ended tasks)

Maths – Maths No Problem!

- Count in 2s, 3s, 5s and 10s to 100 and beyond, read numbers in words and figures
- Partition and recognise the value of each digit in a three digit number
- Estimate a number of objects
- Addition and subtraction as inverse operations
- Identify and use symbols, e.g. greater than and less than
- Use number sequences and fractions
- Identify odd and even numbers
- Numbers 1 more than and 1 less than, progressing to numbers 10 more than or 10 less than from any given number
- Rounding numbers to the nearest 10
- Names and features of common 2D/3D shapes and data
- Money and time
- Doubling and halving
- Length, position and direction

Science - Uses of everyday 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.
- Flammable and inflammable (reversible and irreversible change)

DT

Investigate images as historical sources and discuss textures used.

We will create personal artistic interpretations of historical events

Design and build a house in the style of the 1600's