

Year group: 2

Term: Autumn 2

Topic: The Great Fire of London



Literacy

Book talk

Book: The Baker's boy and the Great Fire of London

Author: Tom Bradman and Tony Bradman

Book: Vlad and the Great Fire of London

Author: Kate Cunningham

- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
- Recognise alternative sounds for graphemes and read accurately words of two or more syllables that contain graphemes taught so far.
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a

Writing Genres:

- Setting description
- Historical narrative re write

Focus Texts:

Vlad and the Great Fire of London

Kate Cunningham

The Baker's boy and the Great Fire of London

Tom Bradman and Tony Bradman

Writing Journey 1:
Setting description

Immerse:

- To explore what London might have looked, smelled, and sounded like in 1666 using images and video.
- To recreate key moments from the Great Fire through drama and freeze frames.
- To use role play and questioning to deepen understanding of how people may have felt and reacted.

Analyse:

- To identify key features of an effective setting description in the form of a class quiz

Skills:

- To identify and use present progressive verbs to describe ongoing action (-ing)
- To join two main clauses using coordinating conjunctions accurately (and).
- To extend ideas by adding detail and explanation to sentences.

Plan:

- To plan three setting descriptions before, during and after the great fire of London, featuring the skill, expanded noun phrases.

Write:

- To write a clam setting before the great fire of London, featuring the skill use coordinating conjunctions.
- To write our setting description during the great fire of London, featuring the use of expanded noun phrases to expand ideas.

To write our setting description after the great fire of London featuring the skill use 'Present tense progressive verbs (ing').

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Edit x3

- To self-assess, reread and edit writing for accuracy, clarity, and effect, checking spelling and punctuation errors.

Publish:

- To publish a final piece of setting description in sequence, presenting it neatly with an illustration.

Writing Journey 2:
Historical Narrative Recount:

Immerse

- Reading examples of historical fiction/narratives
- Using the five senses to describe setting – see, smell, hear, touch, taste...
- Thoughts and feelings
- Reading extracts of Samuel Pepys' diary

Analysis

- Analyse examples of historical fiction/narratives to identify their common tropes and features
- Text A or Text B
- Feature finding lesson with example text

Skills

- Verbs
- Adverbs
- Adjectives
- Expanded noun phrases
- Coordinating conjunctions

Plan

- Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary

Write

- Write narratives about personal experiences and those of others (real and fictional), learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Edit

- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Maths

Measures and Length

Children will learn to:

- Draw and measure lengths in centimetres.
- Use and = to compare and order lengths in metres and centimetres.

Children will understand:

- To use non-standard and standard units when measuring
- To use a ruler to measure length in centimetres
- To compare and order lengths in centimetres (using , =)
- To use a ruler to measure line
- To use a measuring tape to measure in centimetres
- To use a ruler to draw lines with specified lengths
- To solve word problems involving length

Graphs

Children will learn to:

- Represent and interpret: pictograms, block diagrams, tables and tally charts.

Children will understand:

- To represent and interpret data using a pictogram and table
- To represent and interpret data using a block diagram and table
- To represent and interpret data using a tally chart and scaled pictogram
- To represent and interpret data using a tally chart and scaled block diagram
- To interpret data from scaled pictograms and block diagrams

Multiplication and division

Children will learn to:

- Explore multiplication and division through arrays.
- Explore division as grouping and as sharing.
- Connect multiplication and division facts using commutativity and inverse.
- Calculate the times tables of 2, 4 and 10 using different strategies.

Children will understand:

- To explore arrays
- To use an array to explore commutativity
- To explore a structure of division
- To explore structures of division using representation
- To connect structures of multiplication and division
- To find related multiplication and division facts
- To use counting strategies to calculate multiples of two
- To relate the two times table to doubling and halving
- To use counting strategies to calculate multiples of ten
- To use counting strategies to calculate multiples of five
- To spot patterns using the two, five and ten multiplication tables
- To apply multiplicative thinking

Times Tables

The learning of times tables is also a vital part of a child's Maths journey. The children will regularly practise their times tables to increase confidence and ability. Times table practice is also part of homework expectations, and times table tests will occur every week. In Year 2, children should learn the 2s, 5s and 10s.

Science

Uses of Materials.

Lesson overview:

- Lesson 1 = Can I identify the materials that different objects are made from?
- Lesson 2 = Can I identify how materials are used in my local area?
- Lesson 3 = Can I compare the suitability of different materials?
- Lesson 4 = How can the shapes of objects made from some materials be changed?
- Lesson 5 = How can we help to stop plastic pollution?
- Lesson 6 = How are new materials discovered?

History

The Great Fire of London

Driving Question: How could the Great Fire of London have been prevented?

Unit overview lesson by lesson:

- Lesson 1 = What was London like in 1666?
- Lesson 2 = What were the key events of the Great Fire of London?
- Lesson 3 = How do we know so much about the Great Fire of London?
- Lesson 4 = Why did the fire spread so quickly?
- Lesson 5 = What damage did the fire cause?
- Lesson 6 = How did London change after the fire?

Geography

Art

Design Technology

Structures London Bridge

Children will learn:

- Describe chairs as stable, freestanding structures.
- Describe how chairs are made for different users and purposes.
- Explain how design briefs and design criteria help when making a new product.
- Name some shapes that are stronger than others.
- Describe how making a material thicker makes it more stiff.
- Understand and use the vocabulary of strong, weak, stiff and flexible.
- Make a stable chair structure for a particular user.
- Select suitable materials and join them securely.
- Evaluate a product against the design criteria.
- Improve parts of a product based on the design criteria.

Children will understand:

- To evaluate existing structures
- To explore how shape affects the strength of a tower
- To explore how thickness affects the strength of materials

	<ul style="list-style-type: none"> • To make a strong and stable chair for a user • To evaluate and improve a structure. <p><u>Greeting Card Craft</u></p>
Computing	<p><u>iSearch</u> In this unit the children will learn how to use the internet to find out answers to questions relating to space and the solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.</p> <ul style="list-style-type: none"> - Lesson 1 = iFind: To use links to navigate a website. - Lesson 2 = iAnswer: To know that the world wide web can be used to answer questions. - Lesson 3 = iAsk: To know that the World Wide Web can be used to answer questions. - Lesson 4 = iLocate: To locate specific information using a website. - Lesson 5 = iResearch: To collect information from a number of different websites
PE	<p><u>Fitness</u></p> <p><u>Pupils will:</u></p> <ul style="list-style-type: none"> - Explore what happens to our bodies when exercising. - Know how to hop and jump with control. - Know what perseverance is. - Know what determination is. - Understand that running slower will allow you to run faster. - Know how to be a team player.
Music	<p><u>Recorder</u></p> <p>Recorder Stage 1 Knowledge: <u>Children will understand:</u></p> <ul style="list-style-type: none"> - To know that a recorder is a woodwind instrument. - To know the finger patterns for B, A, G on the recorder. - To know that you can play on your own or with other people. - To know how to use a recorder properly. <ul style="list-style-type: none"> - <u>Children will learn:</u> - Take it in turns to improvise using one or two notes. - Learn how the notes of the composition can be written down and changed if necessary. - Treat instruments carefully and with respect

Call and Response (Animals)

Children will learn:

- To know that dynamics can change the effect a sound has on the audience.
- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.
- To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- To demonstrate both a call and response. Instruments (Musical storytelling)
- To know that musical instruments can be used to create 'real life' sound effects.
- To know how to identify appropriate musical dynamic choices for tempo and dynamic.
- To give specific examples of how the music corresponds to actions in the story.
- Work as part of a group and perform confidently using appropriate musical sounds. Pitch (Musical me).
- To understand that 'melody' means a tune.
- To know that 'notation' means writing music down so that someone else can play it.
- To understand that 'accompaniment' can mean playing instruments along with a song.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
- How to read notation from left to right, recognise when notes stay the same and recognise missing notes on a staff. Structure (Myths and Legends)
- How to recognise, play and write rhythms with one beats and paired half beats.
- That a graphic score can show a picture of the structure of music.
- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
- To add rhythms to a structure to create a beginning, middle and end.
- How to use a thinking voice to play rhythms on an instrument.

Children will understand:

- To create dynamic short sounds with varied dynamics that represent an animal
- To copy a short sound pattern
- To explore call and response using instruments.
- To create sound patterns based on a call and response
- To perform different sound patterns with contrasting dynamics

RSE

Module 1: Created and Loved by God

KS1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

'Me, My Body, My Health'

- Boys and Girls
- Clean and Healthy

Building on this knowledge, Unit 2 – Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

Boys and Girls

- This session is all about celebrating our God-given bodies and the things they enable us to do! In an age appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.

Clean and Healthy (My Body)

- Building from the last session where children learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning ‘Touch Your Knees, Touch Your Toes’ and remember that their bodies are a special gift from God that they need to look after.

Immersive
Events/Visits/Visitors etc