Year group: 2	**Topic**: The Great Fire of London	**Term**: Autumn 2

Literacy	**<u>Book talk</u>** **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 **<u>Writing Genres:</u>** • Setting description • Historical narrative re write **<u>Focus Texts</u>**: Vlad and the Great Fire of London *Kate Cunningham* The Baker's boy and the Great Fire of London *Tom Bradman and Tony Bradman* <u>Writing Journey 1:</u> <u>Setting description</u>

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

- To understand characters' perspectives.
- To order the events of a historical narrative
- To verbally retell a historical narrative (anchor in key Y2 words)

Analysis

- To identify the language a layout features historical narrative re tell.

Skills

- To identify and use the suffix –ly to create adverbs that describe how actions are done.
- To identify and use the suffix –ed to show past tense in regular verbs.
- To use expanded noun phrases to add detail and description
- To use subordinating conjunction 'when' to expand ideas in a sentence

Plan

- To plan a historical narrative re tell, by rehearsing orally.

Write

- To re tell a historical narrative featuring the 'suffix –ly'.
- To re tell a historical narrative featuring subordinating conjunction 'when'.

	• To re tell a historical narrative featuring expanded noun phrases, describe and add detail. **Edit** • To self-assess for accuracy clarity, correct spelling and punctuation errors. **Publish** • To publish a class anthology through storytelling and performance. **Assessed:** • To write and re tell a historical narrative based on 'Vlad & The great fire of London'. **Creative:** • To write an 'Acrostic poem' for Remembrance Day. • To write a setting description, based on a Christmas setting.
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.

Maths Meeting:

Number:

• Count on and back in 2s, 3s, 5s and 10 from any number within 100 along a number line (vertical and horizontal)
• Recognise the place value of each digit in a 2-digit number (tens, ones)
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
• Add and subtract tens and ones to 1 and 2-digit numbers within 100 (no regrouping)

Shape and Pattern:

• Use vocabulary related to shape accurately including the number of sides, edges, vertices and faces on 2-D and 3-D shapes
• Describe position, direction and movement, including whole and half turns (clockwise and anti-clockwise)

	Measures: • Introduce cm as a standard unit for length (and continue to use m) • Compare the length of objects using cm and m Time: • Tell the time to the hour and half past Money: • Coin recognition of all coins and notes (£5, £10, £20) • Use £ and p symbols Data: • Interpret tables and scaled pictograms, block diagrams and simple graphs
Science	**<u>Uses of Materials.</u>** 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	**<u>The Great Fire of London</u>** ***Driving Question: How could the Great Fire of London have been prevented***? **<u>Unit overview lesson by lesson:</u>** - 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	**Felting** Children will learn: (Greeting Card Craft To felt a background and add a felt candle.
Design Technology	**Structures London Bridge** <u>Children will learn:</u> • 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. <u>Children will understand:</u> • To evaluate existing structures • To explore how shape affects the strength of a tower • To explore how thickness affects the strength of materials • To make a strong and stable chair for a user • To evaluate and improve a structure.
Computing	**<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. - 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	**Dance** Pupils will: • To remember, repeat and link actions to tell a dance story. • To explore how different movements can show ideas and feelings. • Use counts of 8 to help stay in time with the music. • To copy, remember and repeat actions to show different characters. • To explore pathways and levels. • To remember and rehearse the circus dance, showing expression and character. • To copy, repeat and create actions in response to a stimulus. • To copy, create and perform actions considering dynamics. • To create a short partner dance showing clear changes in speed. • To copy, repeat and create movement patterns based on a theme. • To create and perform with a partner using unison, mirroring and matching. • To remember and repeat actions as part of a group dance. **Sending and receiving:** Pupils will: • To roll a ball towards a target. • To track and receive a rolling ball. • To send and receive a ball with your feet. • To develop catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket.
Music	
RSE	**Unit 3: Emotional Well-Being:** Children will know: • That everyone experiences different feelings, likes and dislikes, and that our feelings may differ from others. Children will learn: • To recognise and express their feelings, manage strong emotions, make positive choices and understand the consequences of their actions.

	<u>Unit 4: Life Cycles:</u> <u>Children will know:</u> • That God created us to grow and change throughout life and loves us at every stage, from birth to death. <u>Children will learn:</u> • To describe how they have grown and changed, understand the human life cycle and recognise that there can be joy and learning at every stage of life.
Immersive Events/Visits/Visitors etc	• Anti Bullying week • Remembrance Day