

Year group: 2 Term: Autumn 1

Focus Subject: History

BIG Question: What caused the Great Fire of London?

Do the consequences of it still impact us today?



Key Vocabulary:

17th Century, Britain, London, capital city, River Thames, St Paul's Cathedral, Samuel Pepys, King Charles, Pudding Lane, monument, diary, past, present, fire, old, modern, fire fighter.

Relationships and Health Education:

Art: As artists, we will:

to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

RE: as theologians, we will:

Knowledge and Understanding learning about:

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

Engagement and response learning from:

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings

History: As historians, we will:

Use different sources of information to discover what happened to London during the fire of 1666.

Substantive Knowledge

- In London in the 1660s, life was different and the **Great Plague** was disrupting people's lives
- **Samuel Pepys'** diary tells us that London in the 1660s was dirty and busy, and was locked down because of the Great Plague
- The **Great Fire of London** started in a bakery in **Pudding Lane**
- The Great Fire of London spread quickly because houses were built close together, were made out of **flammable** materials, and there was no **fire service** to help put it out
- People used buckets of water from the **river Thames** to eventually put out the fire
- After the Great Fire of London, **building regulations** were introduced, a **fire service** was established, and parts of the city were rebuilt with **better hygiene**
- There is a **monument** to the Great Fire of London standing in London today

Disciplinary Knowledge:

- **Historical significance:** Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today
- **Causation:** Things happen as a result of causes. Some things have lots of causes

Practise at Home:

- Timetables Rockstars
- Space Jam
- Spelling Shed – weekly spellings

As Musicians, we will:

In this unit, the Musical Spotlight is 'Exploring Simple Patterns'. You will be thinking and learning about all the Foundational Elements of Music with a focus on simple patterns in music, while working implicitly with all the other elements of music as you go through the steps of the unit. The children will be clapping, playing back and creating their own simple patterns in the 'Understanding Music', improvisation and composition activities. The more you get to know music and how it works, the more you realise how important patterns are within it. Music is full of patterns. Those patterns can be found in the Foundational Elements of Music, such as repeated rhythmic ideas, basslines or melodies; or they can be structural, such as a chorus that keeps coming back. There are many other ways patterns play a role in music!

Science: As scientists, we will:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.



Maths: As mathematicians, we will

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
recognise the place value of each digit in a two-digit number (tens, ones)
identify, represent and estimate numbers using different representations, including the number line
compare and order numbers from 0 up to 100; use <, > and = signs
read and write numbers to at least 100 in numerals and in words
use place value and number facts to solve problems.

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Fire safety talk from the Fire Brigade.

PE: As athletes, we will:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending

English: As readers and writers, we will:

Diary Writing – Samuel Pepys

Narrative – Vlad and the Great Fire of London – 3 weeks

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Computing: As programmers, we will

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.



Half term overview							
St. Mary's Catholic Primary							
Term: Year 2 – Autumn Term 1							
Focus: Geography Teacher: Lesley McNulty							
Dates	W/C 4 th Sept	W/C 11 th Sept	W/C 18 th Sept	W/C 25 th Sept	W/C 2 nd Oct	W/C 9 th Oct	W/C 16 th Oct
Events	4 th – Inset Day 7 th – Meet the teacher meeting	12 th – Maths Leader in conference in Plymouth 14 th – TIS training until 6:30	19 th – School Review	26 th – Individual School Photo's 28 th – LMcN and AC at Mownan Smith Primary School (Maths Mastery) (8am-1pm)	4 th - Mass for the start of Creation Caritas		
Focus	Kindness	Justice	Integrity	Humility	Peace	Compassion	Courage
English	SPaG week Non-negotiables Handwriting Presentation	<u>London's Burning – A Warning Tale</u> (TFW) <ul style="list-style-type: none"> Cold write Drama Story Map Describe a character 	Vlad and The Great Fire of London – Narrative (TFW) <ul style="list-style-type: none"> Answer comprehension questions Retell story in own words Box up story Write story – simplify and embellish 	Vlad and The Great Fire of London – Narrative (TFW) <ul style="list-style-type: none"> Innovate the story Create own character Plan own fire escape story 	Vlad and The Great Fire of London – Narrative (TFW) <ul style="list-style-type: none"> Plan own fire escape story Write my own fire escape story Edit 	Diary Writing – Samuel Pepys <ul style="list-style-type: none"> cold task features of diary writing verbs act out scenes from the diary 	Diary Writing – Samuel Pepys <ul style="list-style-type: none"> plan my diary entry write my diary entry edit
Spelling	Year 1 common exception word spelling test to determine spelling groups	Year 2 – lesson 1 Year 1 – lesson 1	Year 2 – lesson 2 Year 1 – lesson 2	Year 2 – lesson 3 Year 1 – lesson 3	Year 2 – lesson 4 Year 1 – lesson 4	Year 2 – lesson 5 Year 1 – lesson 5	Year 2 – lesson 6 Year 1 – lesson 6
Grammar	GPS Focus Conjunctions	GPS Focus Vowels and consonants	GPS Focus Demarcating sentences	GPS Focus Punctuating sentences	GPS Focus Forming nouns - ness	GPS Focus Expanded noun phrases	GPS Focus Adjectives
Maths	Power Maths - Unit 1 (Numbers to 100) <ul style="list-style-type: none"> Numbers to 20 Count in 10's Count in 10's and 1's 	Power Maths - Unit 1 (Numbers to 100) <ul style="list-style-type: none"> Recognise 10's and 1's Build a number from 10's and 1's Use a place value grid Partition numbers to 100 	Power Maths – Unit 1 (Numbers to 100) <ul style="list-style-type: none"> Partition numbers flexibly within 100 Write numbers to 100 in expanded form 10's on a number line to 100 10's and 1's on a number line to 100 	Power Maths – Unit 1 (Numbers to 100) <ul style="list-style-type: none"> Estimate numbers on a number line Compare numbers (1) Compare numbers (2) Order numbers 	Power Maths – Unit 1 (Numbers to 100) <ul style="list-style-type: none"> Count in 2's, 5's and 10's Count in 3's End of Unit Assessment Power Maths – Unit 2 (Addition & subtraction 1) <ul style="list-style-type: none"> Fact Families 	Power Maths – Unit 2 (Addition & subtraction 1) <ul style="list-style-type: none"> Learn number bonds Add and subtract 2 multiples of 10 Complements to 100 (tens) Add and subtract 1's 	Power Maths – Unit 2 (Addition & subtraction 1) <ul style="list-style-type: none"> Add by making 10 Add using a number line Add 3 1-digit numbers Add to the next 10

Science	<p>Who is Jane Goodall?</p> <p>Jane Goodall's life story and contributions to science</p> <p>Studying the behaviour of chimpanzees</p> <p>Conservation of chimpanzee habitats</p>	<p>Who was Louis Pasteur?</p> <p>Louis Pasteur's life story and contributions to science</p> <p>The importance of understanding microorganisms for pasteurisation and vaccines</p> <p>Studying the best conditions for growing mould</p>	<p>Who was Alan Turing?</p> <p>Alan Turing's life story and contributions to science</p> <p>How to break a code and write our own codes?</p>	<p>Who was Katherine Johnson?</p> <p>Katherine Johnson's life story and contributions to science</p> <p>How maths was used to safely send rockets to space and back</p>	<p>Who was Caroline Herschel?</p> <p>Caroline Herschel's life story and contributions to science</p> <p>Studying the stars and constellations</p>	<p>Who was Mae Jemison?</p> <p>Mae Jemison's life story and contributions to science</p> <p>What is it like to be an astronaut?</p>	Showcase learning and assessment opportunities – Remember more, know more.
RE	<p>Creation</p>	<p>Domestic Church</p> <p>Lesson 1 – EXPLORE - LEARNING INTENSION: The many beginnings each day offers</p> <p>Lesson 2 – REVEAL - LEARNING FOCUS 1: God was there at the beginning of the world. (Genesis)</p>	<p>Domestic Church</p> <p>Lesson 3 – REVEAL - LEARNING FOCUS 2: God was there at my beginning and god is there at every beginning. (Psalm 139)</p> <p>Lesson 4 – REVEAL - LEARNING FOCUS 3: It is good to begin the day with prayer.</p>	<p>Domestic Church</p> <p>Lesson 5 – REVEAL - LEARNING FOCUS 4: Psalm 19 is a song of praise to God. (Psalm 19: 1-5)</p> <p>Lesson 6 – REVEAL - LEARNING FOCUS 5: God is always close. (Psalm 8: 3-11)</p>	<p>Domestic Church</p> <p>Lesson 7 – REVEAL - LEARNING FOCUS 6: God, who is present in our beginning, knows and loves each one. (Ephesians 1: 4-5)</p> <p>Lesson 8 – RESPOND -</p>	<p>Judaism</p> <p>LOOK AND DISCOVER</p> <p>LEARNING FOCUS: Shabbat; God's special day</p> <p>DISCOVER</p> <p>LEARNING FOCUS: Why Saturday is God's special day.</p> <p>LEARNING FOCUS: Shabbat blessings</p> <p>DISCOVER AND RESPECT</p> <p>LEARNING FOCUS: Shabbat ends</p>	<p>Baptism</p> <p>Lesson 1 – EXPLORE - LEARNING INTENSION: Experience of signs and symbols</p> <p>Lesson 2 – REVEAL - LEARNING FOCUS 1: Review the Sacrament of Baptism.</p>
Art	<p>Explore and Draw</p> <p>How are artists inspired by their environment?</p> <p>To understand that artists find inspiration for artwork from their environment.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	<p>Explore and Draw</p> <p>How can I be inspired by my environment?</p> <p>To explore my environment and collect things that inspire me.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	<p>Explore and Draw</p> <p>How can I record the items I have collected through drawing?</p> <p>To explore different drawing exercises to record the things you have collected.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	<p>Explore and Draw</p> <p>How can I use a range of materials to explore mark making?</p> <p>To use a range of materials to create lots of varied mark making drawings of natural objects around me.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	<p>Explore and Draw</p> <p>How can I use a range of materials to explore mark making?</p> <p>To use a range of materials to create lots of varied mark making drawings of natural objects around me.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	<p>Explore and Draw</p> <p>How can I reflect on my drawings?</p> <p>To display the work made through the half term and reflect on the outcomes.</p> <p>https://www.accessart.org.uk/explore-draw/</p>	
Music	<p>Pulse, Rhythm, and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 1 – Music is in my soul (part 1)</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>	<p>Pulse, Rhythm and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 2 – Music is in my soul (part 2)</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>	<p>Pulse, Rhythm and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 3 – Hey friends (part 1)</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>	<p>Pulse, Rhythm and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 4 – Hey friends (Part 2)</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>		<p>Pulse, Rhythm and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 5 - Hello</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>	<p>Pulse, Rhythm and Pitch</p> <p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Step 6 – Assessment Checkpoint</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356148-exploring-simple-patterns</p>

PE		<p>Gymnastics – stretching and curling</p> <p>Can you travel and stop in a variety of ways showing movements and shapes that are 'stretched' and 'curled'?</p> <p>Can you recognise the difference between them and perform them with control</p> <p>KS1 Games 3 – Frisbee Golf</p> <p>Can you carry, stop, move and control a ball?</p>	<p>Gymnastics -stretching and curling</p> <p>Can you jump safely and with control from the floor and apparatus showing both stretched and curled shapes?</p> <p>Can you name the shapes and include them in a sequence?</p> <p>KS1 Games 3</p> <p>Can you move with the ball, avoiding obstacles?</p>	<p>Gymnastics -stretching and curling</p> <p>Can you balance on different parts of my body with good body tension showing a variety of stretched and curled shapes?</p> <p>Can you recognise good shapes and suggest improvements for others?</p> <p>KS1 Games 3 –</p> <p>Can you move with ball and pass the ball?</p>	<p>Gymnastics -stretching and curling</p> <p>Can you roll with control sometimes stretched and sometimes curled? Can you link a jump, roll and balance neatly?</p> <p>KS1 Games 3</p> <p>Can you aim and throw a Frisbee for distance?</p>	<p>Gymnastics -stretching and curling</p> <p>Can you create a sequence as detailed in the pupil challenge?</p> <p>KS1 Games 3</p> <p>Can you aim and throw a Frisbee towards a target?</p>	<p>Gymnastics -stretching and curling</p> <p>Can you evaluate your sequence from last week for improvement to the next level and practise for performance?</p> <p>KS1 Games 3</p> <p>Can you use your throwing skills to play a Frisbee golf game as in the pupil challenges?</p>
ICT	Practising logging onto the chrome books	<p>Lesson 1 – What is ICT?</p> <p>To recognise the uses and features of information technology</p> <ul style="list-style-type: none"> I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT 	<p>Lesson 2 -IT in school</p> <p>To identify the uses of information technology in the school</p> <ul style="list-style-type: none"> I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way 	<p>Lesson 3 – IT in the world</p> <p>To identify information technology beyond school</p> <ul style="list-style-type: none"> I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology 	<p>Lesson 4 – The benefits of IT</p> <p>To explain how information technology helps us</p> <ul style="list-style-type: none"> I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT 	<p>Lesson 5 – Using IT safely</p> <p>To explain how to use information technology safely</p> <ul style="list-style-type: none"> I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe 	<p>Lesson 6 – Using IT in different ways</p> <p>To recognise that choices are made when using information technology</p> <ul style="list-style-type: none"> I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways
History	Context Lesson – Chronology, Enquiry Question and Vocabulary	<p>Historical Enquiry Lesson – To sequence events (Chronology)</p>	<p>Historical Enquiry Lesson – What happened on the night of 2nd September 1666?</p>	<p>Historical Enquiry Lesson – What did people do first?</p>	<p>Historical Enquiry Lesson – What did the King do to make London better?</p>	<p>Outcomes – Answer the Enquiry Question – What caused the Great Fire of London? Do the consequences of it still impact us today?</p> <p>https://www.bbc.co.uk/news/uk-england-london-66671399</p>	
PSHE/ RSE							