

YEAR 2 AUTUMN TERM

Key question: Did the Great Fire of London make London a better place to live?

Geography Focus: Human and Physical Features Knowledge

- To be able to identify physical and human features on maps of London from both before and after the Great Fire of London 1666.
- To devise two contrasting maps of what London looked like before and after the Great Fire of London.
- To understand and identify what physical features are and what they might look like in both a European and Non- European country.
- To understand and identify what human features are and what they might look like in both a European and Non- European country.
- To identify how physical and human features found in a European and non- European country can differ and begin

History Focus: Great Fire of London 1666 Knowledge

- To be able to record the Great Fire of London on a timeline.
- To know who Thomas Farriner and Samuel Pepys were, where they lived and how they were involved in the fire.
- To explore what London was like in 1666.
- To record the key events of the Great Fire of London in chronological order.
- To identify and explain how the Great Fire of London started, spread and stopped.
- To reflect and explore reasons why the fire spread so quickly.
- To investigate what damage the fire caused and what changed as a result of it. E.g. buildings, people and transport.

Science Focus: Materials Knowledge *Materials:*

- To be able to identify a range of common everyday materials.
- To be able to describe a range of common everyday materials using properties.
- To be able to group materials based on such properties.
- To identify the suitability of a range of common everyday materials.
- To identify the limitations of a range of common everyday materials.
- To test materials for both their suitability and limitations.
- To understand some solid objects can be changed through applied pressure. E.g. twisting, bending, stretching and

<p>to understand the reasons as to why this may be.</p>		<p>squashing.</p>
<p><u>Key vocabulary</u> Human, Physical beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><u>Key vocabulary</u> Flammable, leather bucket, firebreaks, bakery, monument, ignite, chronology, monarch, pudding lane, artefact.</p>	<p><u>Key vocabulary</u> Wood, brick, glass, fabric, plastic, metal, opaque, waterproof, smooth, dull, flexible, transparent, rigid, shiny, bending, twisting, squashing and stretching, suitability, limitations.</p>
<p><u>English Focus:</u> <u>Texts to support English Learning this term:</u></p> <ul style="list-style-type: none"> • Oliver's Vegetables • Little Red Hen • Healthy Pizza Poster • Great Fire of London diary entry <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To build stamina for writing across a range of genres, writing about personal experiences and those of others. • To write effectively for different purposes. • To plan their writing using story maps, saying their writing aloud and through peer discussion. 	<p><u>Design and Technology Focus: Christmas Decorations Knowledge</u></p> <ul style="list-style-type: none"> • Design a purposeful and appealing product for themselves and others based on a set criteria. • Generate, develop and model their ideas. • Select from a range of tools, materials (ingredients) and equipment to perform practical tasks. • Explore and evaluate a range of existing products. 	<p><u>Computing focus: Technology around us and how to use it safely Knowledge</u></p> <ul style="list-style-type: none"> • To understand how to use technology safely and respectfully. • To understand what personal information is and that it should be kept private. • To be able to identify where to go for help and support when they have concerns about content. • To be able to identify different types of technology. • To be able to create a set of rules to use technology safely.

<ul style="list-style-type: none"> • To be able to construct writing that contains key ideas and encapsulates what they want to say. • Proof reading their work, making sure it make senses as well as making simple additions and revisions to both grammar and punctuation. • To be able to read aloud what they have written, using appropriate intonation where possible. <p><u>Grammar and Punctuation Focus</u></p> <ul style="list-style-type: none"> • To use capital letters and full stops to punctuate sentences. • To begin to use question marks with growing accuracy. • To use expanded noun phrases for description and coherency. 		<ul style="list-style-type: none"> • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<p><u>Key vocabulary</u> Full stops, capital letters, question marks, expanded noun phrases, fiction, non-fiction, diary, story, poster.</p>	<p><u>Key vocabulary</u> Joining, cutting, sticking, evaluating, materials, drawing, templates.</p>	<p><u>Key vocabulary</u> Technology, E-safety, computer, privacy, personal information</p>
<p><u>RE Focus: Religious Books and representations of Light and Dark Knowledge</u></p>	<p><u>Music Focus: Singing and accompanying instruments Knowledge</u></p>	<p><u>Maths Focus: Knowledge</u> We will be following the White Rose Maths</p>

<ul style="list-style-type: none"> • Identify key aspects of Christianity and Hinduism • Understand Christians and Hindus believe in one God • Understand the meanings of Christian stories. • Understand the meanings of Hindu stories. 	<ul style="list-style-type: none"> • To sing using a high, middle and low voice. • Understand that the mood of a piece of music can be identified by listening to the sounds, pitch and rhythm of the piece. • To create a piece of music using both their voice and body percussion. 	<p>scheme. In the Autumn term the focus will be on:</p> <ul style="list-style-type: none"> • Number • Place Value • Addition • Subtraction • Multiplication • Division
<p><u>Key vocabulary</u> Christianity, Christians, Bible, Old Testament, New Testament, Hinduism, Hindus, Religious Stories, Hindu Scripture</p>	<p><u>Key vocabulary</u> rhythm, pulse, pitch, tempo, mood, composer</p>	<p><u>Key vocabulary</u> Tens, Ones, Compare, Order, Addition, Subtraction, Multiply, Divide, Sharing, Equal groups.</p>
<p><u>Physical Education Focus: Fundamentals and Team Building</u></p> <p><u>Knowledge</u></p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> • To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. • To participate in team games, developing simple tactics for attacking and defending. 	<p><u>Art and Design focus: Line drawing skills Knowledge</u></p> <ul style="list-style-type: none"> • To be able to identify and understand that texture and shading can be achieved through particular artistic techniques. • Create drawings to record their observations and use them to review and revisit ideas for future pieces. • Create line drawings that show texture as well as light and dark. 	<p><u>PSHE – Me and my relationships and valuing difference</u></p> <ul style="list-style-type: none"> • To be able to identify our feelings and why we might be feeling a particular way. • To be able to communicate how I am feeling with others and be a good friend. • To be able to identify acts of bullying and explain what it is. • To be able to spot the difference between bullying and teasing. • To be able to identify people that are special to us and how they make us feel.

		<ul style="list-style-type: none"> To identify different ways that we can show kindness.
<p><u>Key vocabulary</u> Attacking, defending, teamwork, marking, space, football, ball skills, toe, heel, side, foot.</p>	<p><u>Key vocabulary</u> Line, shape, space, shading, bold, soft, hatching, cross hatching, light, dark, texture, technique.</p>	<p><u>Key vocabulary</u> Feelings, emotions, family, friendships, bullying, teasing.</p>