



Year 2 Autumn: Was The Great Fire of London a total disaster?

Literacy

Writing: Positive attitudes to writing:

- ✓ Writing narratives about personal experiences and those of others (real and fictional).
- ✓ Writing about real events as well as writing for different purposes.

Planning, drafting:

- ✓ Planning or saying out loud what they are going to write about.
- ✓ Writing down ideas and/or key words, including new vocabulary in magpie books.
- ✓ Encapsulating what they want to say, sentence by sentence.

Writing:

- ✓ Use full stops, question marks and capital letters correctly.
- ✓ Use subordination (using **because** and **when**) and coordination (using **and** and **but**).
- ✓ Use expanded noun phrases.
- ✓ Use the past tense and present tense accurately and consistently.
- ✓ Begin to include detail through appropriate word choice suitable to purpose.

Evaluate and edit:

- ✓ Evaluate their writing with feedback from the teacher and peers.
- ✓ Review work ensuring verb tense is correct and verbs are used correctly and consistently.
- ✓ proof-reading to check for errors in spelling, grammar and punctuation (*e.g. capital letter, full stop or ? or !*)
- ✓ Begin to read parts of their work aloud with intonation to make the meaning clear.

Grammar - Be able to identify and use:

- ✓ Capital letters, full stops, question marks and exclamation marks to demarcate sentences
- ✓ Correct choice and consistent use of present tense and past tense throughout writing.
- ✓ Commas to separate items in a list.
- ✓ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
- ✓ Nouns and noun phrases, adjectives and expanded noun phrases.
- ✓ Question, command, statement and exclamation.
- ✓ Verbs and the tenses of past and present.
- ✓ Compound sentences.
- ✓ Prefix and suffix.

Reading

- ✓ Discuss and express views on the poetry, non-fiction and stories that they read and are read to them take turns whilst listening to what others say.
- ✓ Discuss their favourite words/phrases.
- ✓ Become familiar with and able to simply retell stories, fairy stories and traditional tales.
- ✓ Learn a short poem by heart.
- ✓ Begin to recognise simple recurring language in the stories and poems they read.
- ✓ Predict what might happen based on what they have read so far providing a simple explanation.
- ✓ Make inferences based on what is said and done.
- ✓ Discussing and clarifying the meanings of words, linking new meanings to known words.
- ✓ Answering and asking questions about what they are reading.
- ✓ Drawing on prior knowledge, background information and vocabulary from the teacher.
- ✓ Checking that the text makes sense to them as they read and correcting reading
- ✓ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding and reading is fluent.
- ✓ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.
- ✓ Read accurately by blending the sounds in words that contain the graphemes taught so far & recognising alternative sounds from graphemes.
- ✓ Read words containing common suffixes (ongoing)

Key vocabulary:

Prediction, root word, inference, noun, adjective, noun phrase, expanded noun phrase, question, command, statement, exclamation. Tense, apostrophe, fiction

Mathematics

Number – Place Value

- ✓ Read and write numbers from 1-20 in numerals and words
- ✓ Read and write numbers to at least 100 in numerals and in words
- ✓ Identify, represent and estimate numbers using different representations
- ✓ Count in steps of 2, 3 and 5 from 0 and in 10s from any given number (forward and backwards)
- ✓ Recognise the place value of each digit in a 2 digit number (tens and ones)
- ✓ Compare and order numbers from 0 up to 100 by using <, > and = signs

Number – Addition and Subtraction

- ✓ Represent and use number bonds and related subtraction facts within 20
- ✓ Recall and use addition and subtraction facts to 20 fluently, and derive and use facts up to 100
- ✓ Add and subtract numbers using concrete objects, pictorial representations and mentally

Key vocabulary: digit, number, numeral, place value (ones and tens), partition, greater than (>), less than (<), odd numbers, even numbers, estimate, calculate, calculation, commutativity, non-commutativity, inverse

Geometry – Shape

- ✓ Identify and describe the properties of 2D shapes, including number of sides and lines of symmetry (vertical line)
- ✓ Compare and sort common 2D and 3D shapes and every day objects
- ✓ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- ✓ Identify 2D shapes on the surface of 3 D shapes

Key vocabulary: 2D shapes, 3D shapes, compare, sort, vertices, surface, symmetry, vertical, horizontal

0 + 20 = 20	20 + 0 = 20	20 - 0 = 20	20 - 20 = 0
1 + 19 = 20	19 + 1 = 20	20 - 1 = 19	20 - 19 = 1
2 + 18 = 20	18 + 2 = 20	20 - 2 = 18	20 - 18 = 2
3 + 17 = 20	17 + 3 = 20	20 - 3 = 17	20 - 17 = 3
4 + 16 = 20	16 + 4 = 20	20 - 4 = 16	20 - 16 = 4
5 + 15 = 20	15 + 5 = 20	20 - 5 = 15	20 - 15 = 5
6 + 14 = 20	14 + 6 = 20	20 - 6 = 14	20 - 14 = 6
7 + 13 = 20	13 + 7 = 20	20 - 7 = 13	20 - 13 = 7
8 + 12 = 20	12 + 8 = 20	20 - 8 = 12	20 - 12 = 8
9 + 11 = 20	11 + 9 = 20	20 - 9 = 11	20 - 11 = 9
10 + 10 = 20		20 - 10 = 10	

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<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ Identify characteristics of the four countries and capital cities of the United Kingdom <p>Key vocabulary: UK, England, Wales, Northern Ireland, Scotland, London, Edinburgh, Cardiff, Belfast, landmark, feature</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary to refer to London and the Thames <p>Key human vocabulary: city Key physical vocabulary: river</p>	<p>Science</p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> ✓ Identify and compare the suitability of a variety of everyday materials for a particular use based on their associated properties ✓ Perform a simple test to investigate and compare the suitability of wood versus brick to build a house – linked to DT ✓ Record data from their material suitability test to answer questions ✓ Investigate which materials are suitable for weaving – link to Art <p>Key vocabulary: properties, squashing, bending, twisting, stretching, rigid, durable, sturdy, flammable</p>	<p>Outdoor Learning</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Research Tudor knot gardens- what they looked like etc. ✓ Research Tudor knot gardens which people have already made- how can you use natural resources to make this? <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Individually, design a Tudor knot garden thinking about the different patterns that will be made out of the seeds <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> ✓ Create your own knot garden following the instructions. Take care of your knot garden and reflect on your creation. <p>Key vocabulary: Tudor, knot, garden, cress, bushes, pattern, paths, grow, water, sunlight, seeds</p>
<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Events beyond living memory that are significant nationally and/or globally – Great Fire of London ✓ Timeline of the events of the fire ✓ The lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys <p>Key vocabulary: past, present, future, years, decades, significant, chronology/chronological, St. Paul’s Cathedral, firebreaks, firestorms, monarchy, The Stuarts, disaster, parliament, Tudor, combustible</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: influence, shape, impact, merchants, peasants</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw simple conclusions as to why change has happened ✓ Predict changes for the future based on knowledge of the past <p>Key vocabulary: disaster, hindsight, reflection</p> <p><u>Empathy and understanding</u></p> <ul style="list-style-type: none"> ✓ Discuss the impact the Fire had on the people and the place <p>Key vocabulary: empathy, sympathy, distraught, unsettled, rebuilt, new era</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> ✓ Examine the importance of Samuel Pepys’ diary and other accounts from the time ✓ Compare the different viewpoints <p>Key vocabulary: first-hand experience, eyewitness</p>	<p>RE</p> <p><u>Islam</u></p> <ul style="list-style-type: none"> ✓ Learn about the pilgrimage to Mecca ✓ Understand why Muslims are expected to go <p><u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Learn the nativity story ✓ Understand the significance to Christians <p>Key vocabulary: Pilgrimage, Mecca, Hajj, obligation, Nativity, stable, manger, New Testament</p>	<p>DT</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Find out about Tudor houses and what materials they were made from. <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Follow 3 specific criteria to design a Tudor house and label the materials and measurements. <p><u>Create</u></p> <ul style="list-style-type: none"> ✓ Make Tudor houses using everyday materials by following one of our designs. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ✓ Reflect on the finished product and make at least one improvement to it. <p>Key vocabulary: criteria, product, design, label, plan, materials, measurement, centimetre, metre, millimetre</p>
<p>PSHE</p> <p><u>Rights and Responsibilities:</u> What I can control around me</p> <ul style="list-style-type: none"> ✓ Cooperation and Respect ✓ Caring ✓ Money <p><u>Me and My Relationships:</u> How does bullying affect people?</p> <ul style="list-style-type: none"> ✓ Understanding and expressing emotions ✓ Bullying and its affects ✓ Importance of friendships <p>Key vocabulary: rules, rights, responsibilities, groups, communities, roles, environment, unique, similarities, commonalities, spend, save</p>	<p>Computing</p> <p><u>Information Technology – Digital content</u></p> <ul style="list-style-type: none"> ✓ Use software to create written digital content ✓ Manipulate the formatting of the digital content ✓ Save and reopen the digital content <p><u>Computer Science – Logical reasoning</u></p> <ul style="list-style-type: none"> ✓ Explain what a set of instructions in an algorithm will do <p>Key vocabulary: Software, Manipulate, Save, Open, Typeface, Font, Keys, Cursor, Evaluate, Location</p>	<p>Art</p> <p><u>Media</u></p> <ul style="list-style-type: none"> ✓ Weaving <p><u>Appreciation</u></p> <p>Artist: Gunta StÖlzl</p> <ul style="list-style-type: none"> ✓ To describe what techniques an artist has used ✓ To consider why a technique has been used to create a specific effect <p><u>Skills</u></p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> ✓ To explore weaving with a variety of materials including paper and found materials <p>Investigating and making art:</p> <ul style="list-style-type: none"> ✓ To build and construct textile surfaces <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> ✓ To suggest aspects of your work to improve ✓ To explore ways to improve the technique used <p>Key vocabulary: weaving, loom, textile, texture, pattern, build, construct, materials, joining, alternate, over, under</p>
<p>PE</p> <ul style="list-style-type: none"> ✓ Health, Fitness & Wellbeing – Circuits ✓ Control/Pass & Receive/Target – Football ✓ Catching/Throwing/Agility – Tag Rugby ✓ Catching/Throwing/Target/Strategy – Netball 	<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to Purcell ‘Abdelezar Rondeau’. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn about the importance of practice and building confidence when learning and performing Christmas songs to an audience (Nativity). <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Learn to join in and stop when singing songs (such as ‘London’s Burning’) in a round. <p>Key vocabulary: Baroque, round, violin, viola, cello, viol, strings, harpsichord, recorder, flageolet,</p>	

Was The Great Fire of London a total disaster?

Geography

The United Kingdom



History

Events beyond living memory



The Great Fire of London spread quickly because the wind blew the flames across the city and burned the dry, wooden Tudor houses. People used fire hooks and buckets of water to put the fire out.

Key Vocabulary

Chronological (History) - a record of events following the order of when they happened

Firebreak (History) - an obstacle to stop fires from spreading like a river or open space

Disaster (History) - a sudden accident or natural event that causes damage and/or death

Properties (Science) - the features or characteristics of a material and how it behaves

Flammable (Science) - something that catches on fire and burns easily

Capital city (Geography) - a chosen city or town where the government leaders work

Landmark (Geography) - a recognisable object or feature of a landscape which is specific to a certain place

Science & Design Technology

Materials

Properties of everyday objects



Wood: hard, strong stiff, opaque, flammable

Brick: does not burn easily, hard, strong

Tudor Houses



Significant Individuals

Samuel Pepys



Samuel Pepys write a famous diary recording the events of 1666 which we still use today to learn about the fire.

2nd Sept 1666: 1am – The fire starts in a bakery in Pudding Lane

7am – 300 houses have already been destroyed.

3rd Sept 1666: 9pm – Houses are pulled down to prevent the fire reaching the Tower of London

4th Sept 1666: 8pm – St. Paul's Cathedral catches fire.

5th Sept 1666: 2am – Buildings along the strand are blown up to prevent the fire spreading.

6th Sept 1666: 8am – The fire is officially extinguished.

25th Sept 1666: A committee is set up to look into what caused the fire.