

English

The class will focus on high quality texts and poetry throughout the term. Where applicable, links to the Great Fire of London topic will be made through appropriate writing genres. We are rewriting our English Scheme of work this year and are choosing texts on a half termly basis during planning time. This map will be updated as we go along.



Texts:

- Weeks 1-4 Whole school Roald Dahl focus: The Magic Finger.
- Weeks 5 and 6 Whole School Poetry Focus

Written outcomes:

- Letter writing
- Diary writing
- Narrative sequel
- Instructions

Grammar and spelling: Different types of sentences: statements, questions and commands; tenses – past and present and simple; subject/verb agreement; adjectives; conjunctions – and, but; past tense (simple); time adverbs (next, later, etc); joining clauses: coordination and subordination (when); noun phrases; exclamations – What a good trip we had to the museum!

Punctuation: Spelling of suffixes: -ed/-ing; -ly; -ful/less; full stops, capital letters, question marks and exclamation marks; apostrophe for contractions; commas in lists and apostrophe for singular possession

Computing

- Fire Safety poster.
- demolition turtle (creating routes)
- Instructions

Maths

Maths will be taught separately. Please see the list of objectives for the year.

The Great Fire of London Year 2 Autumn term



At one o'clock in the morning on 2 September 1666, Thomas Farriner was asleep over his bakehouse in Pudding Lane, in the City of London, when a servant rushed in to wake him. He and his wife and daughter, with the servant, escaped through a small window and watched the blaze spread to his neighbours timber houses. The Great Fire of London had begun. What started as a small fire raged for four days, destroying two thirds of the City: 13,200 houses, 430 streets and 89 churches. The fire could be seen from forty miles round the capital. What was London like 351 years ago? What impact would the fire have had? Get out your magnifying glass to be a history detective as we find out about London long ago.

Ideas for topic texts to read at home: Toby and the Great Fire of London, Vlad and the Great fire of London, You wouldn't want to be at the Great Fire of London, Great Fire: 350th Anniversary

Geography & History

We will create a timeline of events from the Great Fire of London. We will find out what primary and secondary sources are and use them to make comparison of London then and now, observing how it has changed over time and how people used to live in the 17th Century. We will improve our map skills by locating London on a map, and creating a map of our 'escape route' from school during a fire drill.

Art & D.T.

DT: We will follow a recipe to bake bread and explore herbs and spices to create our own flavoured loaves. We will design and build our own cathedral as though we were Christopher Wren.

Art: We will look at the art of Giacometti and Lowry to explore how people are depicted, then we will use an artists' dummy to draw and depictions of people 'freeze framed' during the fire. We will mix red and yellow paints to create hues for a background to our paper cuts of Tudor houses.

Science

Everyday materials:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Living things and their habitats (to be continued in the spring term):

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

R.E.

- Chosen People
- The Holy Trinity

P.S.H.E

- Healthy Eating - Party Time!
- Responsibility - Who's at Fault?
- Rules / Expectations - We Expect ...
- Rules / Expectations - Class Charter
- Taking Turns - It's Your Turn!
- Lending / Borrowing - The Borrowers
- Sharing - Share the Booty

P.E.

1st half: Invasion Games & Dance
2nd half: Invasion Games & Gym