

English



Reading and writing learning centred around high quality texts:

Text: Rapunzel

Written outcomes:

- Shared Writing
- Writing in role
- Poetry
- Explanatory writing
- Bookmaking and Publishing

Text: The Lonely Beast

Written outcomes:

- Diary entry
- Poem
- Retelling the story
- Own 'Beast Quest' story

Whole school poetry focus (2 weeks in October):

Text: The Owl and the Pussy Cat

Written outcomes:

- Letters
 - Interviews
 - Lists
 - instructions
- Main Outcome: Rhyming poem

Grammar and spelling:

- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Correct choice and consistent use of present tense and past
- co-ordination (using *or, and, but*)
- Phase 6 Phonics y, en, ful, ly, ment, ness, en-teach reading of the words and spelling of the words where no change is made to the root word.

Punctuation:

- Use of capital letters and full stops
- Commas to separate items in a list
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- question marks and exclamation marks to demarcate

P.S.H.E

Relationships: Communication: Feelings

Relationships: Communication: Responses

Relationships: Communication: Opinions

Relationships: Communication: Co-operation 1

Relationships: Communication: Co-operation 2

Relationships: Communication: Co-operation 3

Relationships: Communication: Good Manners

Health & Wellbeing: Healthy Lifestyles: Physical Activity 1

Health & Wellbeing: Healthy Lifestyles: Physical Activity 2

Health & Wellbeing: Healthy Lifestyles: Exercise

Relationships: Bullying: Definition

Relationships: Bullying: Unkindness

Relationships: Bullying: Behaviour 1

Relationships: Bullying: Behaviour 2

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

Maths

Counting objects to 100
 Representing numbers to 100
 Tens and ones
 Representing numbers on a place value grid
 Comparing and ordering numbers
 Counting in 2s, 3s, 5s and 10s
 Related facts – addition and subtraction
 Using number facts to check calculations
 Comparing number sentences
 Making number bonds to 100
 Adding and subtracting 1s and 10s
 Finding 10 more and 10 less
 Adding a 2-digit and 1-digit number
 Subtracting a 1-digit number from a 2-digit number
 Adding two 2-digit numbers
 Subtracting a 2-digit number from another 2-digit number
 Adding three 1-digit numbers
 Solving word problems – the bar model
 Counting money – coins and notes
 Showing equal amounts of money
 Comparing amounts of money
 Calculating the total amount
 Finding change
 Solving two step word problems
 Making and adding equal groups
 Multiplication as equal groups
 Multiplication sentences and arrays
 2, 5, 10 times-table
 Solving word problems – multiplication

Computing

- Do you like my blog?
- Let's send a message
- Demolition Robot
- Instructions and recipes

P.E.

1st half: Locomotion: Dodging
 2nd half: Ball Skills - Feet

Design & Technology

The class will explore different types of bread and examine the ingredients. They will follow a recipe to bake bread and explore herbs and spices to create their own flavoured loaves.



Art

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



History

The class will create a factual description that identifies characteristic features of Stuart London. They will explore the different viewpoints about what or who caused the fire. They will begin to realise that there are reasons why people acted as they did. The class will use sources to create an account of what the fire was like and what was left of London. They will be able to explain why certain choices were made when rebuilding London.

Geography

The class will use simple compass directions and directional language to describe the locality of the Great Fire. They will compare aerial photographs and original maps to recognise features of Old London. They will devise a simple map of their route out of the school building during a fire drill.

Science

Working scientifically in Key Stage 1

Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.

Scientific enquiries: They should be able to do the following types of enquiry:

- Observations. They should observe closely, using simple equipment.
- Simple tests
- Identifying and classifying
- Secondary sources. They should use simple secondary sources to find answers.

Recording: They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.

Analysing observations: They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.

Autumn term topics

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.

Key Scientist: John Dunlop

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.

Key Scientist: Roger Payne

R.E.

Chosen People

Know that we are chosen and gifted by God.
 We thank God for choosing us by helping others. Know why God chose Abraham.
 Know that Abraham trusted God to guide him. Know that God chose Moses to help his people and we are also chosen to help others. Understand that Daniel had to be brave and have faith because he was chosen.

Mysteries

Know about and reflect on mysteries. Know that there are three persons in one God.
 Know that we can think about him in different ways. Know about and reflect on God's choice of Mary and Joseph
 Know that Advent is a time to prepare for the birth of Jesus. Know about the birth of Jesus.
 Know that Jesus is God's gift to the world
 Know the story of the angel appearing to shepherds and the visit of

Music

Ukuleles, Sticks and Songs: The class will recap their knowledge of the ukulele from last year and build on this by learning chord C. They will expand their knowledge of beats and rhythms, performing more complex patterns on drum sticks. They will also sing in two parts and develop their awareness of high and low pitch.