




Year 2 Autumn 2

Half term Overview - Fire! Fire!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>Christian Value - Wisdom</u>			<u>British Value - Mutual Respect</u>			
English <u>Great Fire of London.</u>	Onomatopoeia poem - bonfire/fireworks Poem	To write a diary as a character from the Great Fire. (Samuel Pepys) Recount Independent write - Thomas Farniers Diary	Toby and the Great Fire of London. To recreate a different version of the class story. (fiction) Independent write - write as a different character. (Narrative to develop sentence structure)		To understand, follow and use instructions. To write instructions using imperative (boss) verbs. (non-fiction) Indep - making bread DT link.		
GPS	Continued focus - <u>Punctuation</u> - capital letters, full stops, question and exclamation marks. <u>Sentence Types</u> - statements, commands, questions and exclamation. <u>Grammar</u> - understand & use Plurals, nouns, adjectives, verbs and adverbs.						
Maths	Number: Addition and subtraction		Measure: Money		Number: Multiplication		Consolidation
Science <u>Dead or Alive</u> How do we know if it is dead or alive?	<u>Living, Dead or never alive</u> Is breathing important? To explore and compare the	<u>Local Habitats</u> What is a habitat? To identify and name a variety of plants and animals in their habitats,	<u>Microhabitats</u> Where do the plants and animals live? To identify and name a variety of	<u>World Habitats</u> Who lives where? To identify that most living things live in habitats to which they are	<u>Living, Dead and Never Alive</u> Why do animals live in different places? To identify that most living things live in habitats to	<u>Food Chains</u> Who eats who? Describe how animals obtain their food from plants and other	Assessment

	<p>differences between things that are living, dead, and things that have never been alive by thinking about life processes.</p>	<p>by mapping a habitat and identifying its inhabitants.</p>	<p>plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p>	<p>suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them.</p>	<p>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 by considering the adaptations of animals, and how living things in a habitat depend on each other.</p>	<p>animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p>	
<p>Geography/History</p> <p>Why did the GFoL never happen again?</p>	<p>What was it like to live in Tudor London?</p> <ul style="list-style-type: none"> *know where London is and some of the famous landmarks. (link back to Geog) * understand what life was like in 1660 -Tudor London * Talk about what happened during the Great Fire of London. * Understand what an eyewitness is. *Sequence events correctly on a timeline. Explore artefacts 	<p>Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> *Describe the key features of houses and streets in the seventeenth century (DT Link) *Give one or more reasons why the fire spread/stopped 	<p>Where were the fire engines?</p> <p>Fire fighter visit (covid restrictions)</p> <p>To compare fire fighter now and then.</p> <p>Changes made</p>	<p>How did the Fire change London?</p> <p>What were the effects of the fire.</p>	<p>How did the Fire change London?</p> <p>To know that Christopher Wren designed and rebuilt large sections of London.</p> <p>Cause and effect</p>	<p>Why did the GFoL never happen again?</p> <p>Assessment - answer and present findings in a choice of their own.</p>	

			Giving reasons				
Music	Charanga Music - Glockenspiel - Stage 1 To introduce the language of music through playing the glockenspiel. To explore and develop playing skills through the glockenspiel. To understand about musical notation and how music can be read.						
ICT	<u>On-line Safety</u> To know how to refine searches using the Search tool. To know how to share work electronically using the display boards.	To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they aren't there in front of us.	To understand that information put on-line leaves a digital footprint or trail. To begin to think critically about the information they leave on-line. To identify the steps that can be taken to keep personal data and hardware secure.	<u>Spreadsheets</u> Reviewing prior use of spreadsheets	Copying and Pasting Totalling tools	Using a spreadsheet to add amounts	Creating a table and block graph
PE	Dance - linked to Great Fire of London. Games - invasion - Kicking and striking - Football skills.						
Art/ DT 	Bonfire pictures, using artist Jackson Pollock technique. Use natural objects.	To create charcoal drawing of a Tudor house with 3D collage. Link to Artist Stephen Wiltshire.	Design and make a Fire engine or fire cart using axles and wheels. Explore different axles. Design Make Evaluate				Evaluate your vehicle/bread (from English lesson)

RE Christian Value - <u>Wisdom</u> Why is Christmas important to Christians?	Who is special? How we know when someone is special. What makes someone special. The characters from the Christmas story.	What are the features of Kingship? Recap Matthew 2 - the wise men looking for a sign.	Global Crib scenes. How are the characters in the story similar/different ?	Crib Scene - which characters are important to the story and why?	Christmas is a time for giving. How do Christians show/do this?	The gift of gold. What would a poor person give as gift to a King? Meaning of Christmas carols.	
PHSE/RSE/ British Values <u>Mutual Respect</u> Happy and Healthy Me	How we are all different.	I can tell when I feel cared for. I can tell when I love or care for someone.		I understand that if someone leaves me they might still love me. I understand that people have to make hard decisions and sometimes they have no choice.	I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that it is important to me.	I can talk about my feelings when I am alone.	