

## English

'The Baker's Boy and the Great Fire of London' by Tom Bradman as a stimulus for our writing.

### **Genres will include:**

#### **Non-fiction: Information Leaflet**

- Formation of suffixes s, es ed ing ful less ment
- Expanded Noun Phrases for description and specification
- Capital Letters
- Full Stops

#### **Fiction: Narrative – short story**

- Formation of adjectives using suffixes
- Formation of suffixes s, es ed ing ful less ment
- Subordination (when, if, that,because) and coordination (or, and,but)
- Expanded Noun Phrases for description and specification
- Capital Letters
- Full Stops
- Exclamation Marks

#### **Poetry: Haikus**

- Formation of adjectives using suffixes
- Formation of suffixes s, es ed ing ful less ment
- Capital Letters

## Science

**Learning focus:** Use of everyday materials (sorting and classifying)

**Intended Skills:** Uses of 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.

## RE: Beginnings

### **Learning focus:**

St Richard Reynold, Life and history of St Francis Assisi, World Religions, Domestic Church, Harvest

**Intended Skills:** Learn about the many beginnings each day offers and that God is present in every beginning. Children listen to the story of the creation of the world, from the book of Genesis. Recognise key figures in the history of the People of God. Identify that people act in a particular way because of their beliefs.

## **Year 2 Curriculum Web**



### **Creative Curriculum: Fire Fire!**

(Driver Subject: History)

This project teaches children about the Great Fire of London and the diaries of Samuel Pepys. We learn about fire safety, the suitability of materials for their purpose and colour mixing to create warm colours.

## Maths

### Learning Focus:

#### Place Value

- Count objects to 100 and read and write numbers in numerals and words
- Represent numbers to 100
- Tens and ones with a part-whole model
- Tens and ones using addition
- Use a place value chart
- Compare objects
- Compare numbers
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

#### Addition and subtraction

- Fact families - addition and subtraction bonds to 20
- Check calculations
- Compare number sentences
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- 10 more and 10 less
- Add and subtract 10s

This unit will continue in Autumn 2.

## D+T

**Learning focus:** Design and make Tudor houses. Compare and evaluate the designs of modern and old houses. Explore a range of joining techniques and use this learning to make hinges. Evaluate their own ideas and products, exploring how they can be made stronger.

**Intended Skills:** Design purposeful,functional, appealing products for themselves and other users based on design criteria.

## History

**Learning focus:** Find out all about the Great Plague and Great Fire of London. Learn what the city of London was like back in the 1600s compared to the city today in 2020. Recognise why the events happened and what changes were made following the fire. Develop an understanding of the ways in which we can find out about the past through primary sources like that of Samuel Pepys' infamous diary.

**Intended Skills:** To learn about events beyond living memory by developing an awareness of the past. Use a wide range of vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.

## **Computing**

**Learning focus:** Computing systems and networks 1: What is a computer?

**Intended Skills:**

- Understanding what a computer is and that it's made up of different components.
- Recognising that buttons cause effects and that technology follows instructions.
- Learning how we know that technology is doing what we want it to do via its output.
- Using greater control when taking photos with cameras, tablets or computers.
- Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.
- Using word processing software to type and reformat text.
- Creating and labelling images.
- Learning how computers are used in the wider world

## **Music**

This term they will be developing their understanding of pulse and rhythm; being able to differentiate between the two and demonstrate both for songs and rhymes learned in class. They will also be developing their singing skills; learning songs that will help broaden their pitch range; match given pitches; and sing in tune with others. They will be singing in rounds and parts, accompanying with percussion instruments or body percussion to develop co-ordination.

## **Year 2 Curriculum Web**

**Autumn 1**

**Creative Curriculum: Fire Fire!**

(Driver Subject: History)

## **PSHE & RSHE**

**Zones of regulation:**

Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.

**Created and Loved by God**

Catholic Social Teaching, God's creation, giving thanks, body, mind and spirit.

**Family and Relationships**

Stability, love, family differences, peoples' feelings.

## **PE**

**Learning Focus: Gymnastics**

**Intended Skills:**

1) Front & Back supports, 2) Log & Egg roll, 3) Travel at different levels, 4) Steps of a forward roll, 5) Starting positions for a forward roll, 6) 3-4 Movement sequence.

**Learning Focus: Football**

**Intended Skills:**

1) Passing & Receiving, 2) Passing on the move, 3) Passing in game play, 4) Finding Space, 5) Dribbling into space, 6) Rules & Game play

## **French**

**Learning focus:**

This half term, in French Year 2 will reinforcing language learned in Y1 (names, greetings, numbers) and then moving onto learning about animals, which animals they live and saying what pets they have.

## **Home Learning Ideas**

Take a trip to the Museum of London and discover primary and secondary sources of information which historians have used to find out about this event beyond living memory.

Visit the London Fire Brigade Museum to learn about past and present methods of fire prevention and control.

Locate Pudding Lane in London and find the monument which marks the very point where the fire started if laid flat. Can you climb all the steps to the top?

Go to the library and use books to research 10 facts about the Great Fire of London.

Explore how many things are in place to prevent fire spreading in different buildings.