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| **Year group** | **Term: Autumn 2**  **(7.5 weeks)** | | **Topic: London’s Burning!**  **SHINE VALUE: Success (determination, perseverance, ambition)** | | | | | |
| **Subject** | **National Curriculum** | | **Key texts &**  **web links** | **Knowledge**  We know that… | | **Skills**  We are able to… | | **Outcome/s**  **Exit Point** |
| **Year 1**  **English** | **Non-Fiction:** Non-Chronological Report | | | | | | | |
| **Word Aware Words:** sights, palace, London, castle, jewels, dome, haunted, tower, old-fashioned, tour bridge, chimes, crests, theatre | | | | | | | |
| **Spoken language:**   * Listen and respond * Ask relevant questions * Build vocabulary * Participate in discussions, presentations, performances, role-play, improvisations and debates   **Reading comprehension:**   * Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently * Retell stories and consider their particular characteristics * Make inferences on the basis of what is being said and done * Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them   **Writing Composition:**   * Compose a sentence orally before writing it * Sequence sentences to form short narratives * Re-read what they have written to check that it makes sense * Discuss what they have written with the teacher or other pupils * Read aloud their writing clearly enough to be heard by their peers and the teacher | | **Katie in London**  **By Jams Mayhew** | **Gateway Keys**   * Combine words to make sentences * Use capital letters for names of people and the personal pronoun ‘I’ L * eave spaces between words * Begin to use capital letters and full stops   **Mastery Keys**   * Join words using and * Punctuate sentences using a capital letter and a full stop * Use capital letters for names of people and places • Sequence sentences (link ideas or event by pronoun) Opportunity to apply word skills: * Spell words containing phonemes already taught * Use plural noun suffixes -s and -es   **Feature Keys**   * Write simple sentences linked to the topic Write in the present tense * Link ideas through subject or pronoun | | | | **Writing outcome:** To write a non-chronological report about London using information gathered from the texts.  **Greater depth writing outcome:**  To write a non-chronological report about London using information gathered from the texts including a fun fact about one of the sights. |
| **Year 2**  **English** | **Non-Fiction:** Information Report | | | | | | | |
| **Word Aware Words:** capital, bustling, population, tar, pitch, cobbled, sewer, administrator, Navy, coronation, fire break, gunpowder, demolish, hand squirt, memorial, junction, rose, raged, Mayor, substance | | | | | | | |
| **Common Exception Words:** improve, only, people, even, water, poor, could, busy, whole, would, hour, sure, because, most, fast, many, beautiful, money | | | | | | | |
| **Spoken language:**   * Listen and respond * Ask relevant questions * Build vocabulary * Maintain attention and participate actively in collaborative conversations   **Reading comprehension:**   * Discuss the sequence of events in books and how items of information are related * Read non-fiction books that are structured in different ways * Draw on what is already known or on background information and vocabulary provided by the teacher * Make inferences on the basis of what is being said and done * Answer and ask questions * Participate in discussions about books, poems and other works * Explain and discuss their understanding of books, poems and other material   **Writing composition:**   * Write for different purposes * Make simple additions, revisions and corrections (greater depth only) * Evaluate writing with the teacher and other pupils * Proofread to check for errors in spelling, grammar and punctuation * Read aloud with intonation | | **The Great Fire of London**  **By**  **Emma Adams & James Weston Lewis** | **Gateway Keys**   * Use punctuation correctly – full stops, capital letters * Use expanded noun phrases to describe and specify * Use subordination (because) and coordination (and)   **Mastery Keys**   * Use co-ordination (but, or) * Add -ly to turn adjectives into adverbs * Use commas to separate items in a list   **Feature Keys**   * Specific vocabulary linked to the topic * Clear and precise description * Present tense (past tense for historical facts) * Title * Sub-headings * Introduction * Grouped information * Facts from research | | | | **Writing outcome:** To write a fact sheet about London and the events of the fire.  **Greater depth** writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used. |
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| **Year 1**  **Maths** | **Number:** Addition and Subtraction within 10 | | | | | | | |
| **Word Aware Words:**  part, whole, add, subtract, tens, ones, more, less | | | | | | | |
| **Addition and Subtraction:**   * Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * Represent and use number bonds and related subtraction facts within 20 * Add and subtract 1-digit and 2-digit numbers to 20, including zero | | ***White Rose***  ***Year 1***  ***Autumn Block 2*** | **Ready to progress criteria:**  **Place Value:**  Count on from any number  Count backwards within 10  Know fewer, more, same, less than, greater than, equal to  Compare numbers  Order objects and numbers  Use a number line | | | | |
| **Year 2**  **Maths** | **Number:** Addition and Subtraction **Geometry:** Shape | | | | | | | |
| **Word Aware Words:**  add, subtract, 1-digit, 2-digits, 10 more, 10 less | | | | | | | |
| **Addition and Subtraction:**   * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one digit numbers * solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods   **Shape**   * Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line * Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * Identify 2-D shapes on the surface of 3-D shapes * Compare and sort common 2-D and 3-D shapes and everyday objects | | ***White Rose***  ***Year 2***  ***Autumn Block 2 & 3*** | * Bonds to 10 * Fact families - addition and subtraction bonds within 20 * Related facts * Bonds to 100 (tens) * Add and subtract 1s * Add by making 10 * Add three 1-digit numbers * Add to the next 10 * Add and subtract across 10 * Subtract a 1-digit number from a 2-digit number (across a 10) 10 * More and 10 less * Add and subtract 10s * Add two 2-digit numbers (not across a 10) * Add two 2-digit numbers (across a 10) * Subtract two 2-digit numbers (not across a 10) * Subtract two 2-digit numbers (across a 10) * Mixed addition and subtraction * Compare number sentences * Missing number problems * Recognise 2-D and 3-D shapes * Count sides & Vertices on 2-D shapes * Draw 2-D shapes * Lines of symmetry on shapes * Use lines of symmetry to complete shapes * Sort 2-D shapes * Count faces, edges and vertices on 3-D shapes * Sort 3-D shapes * Make patterns with 2-D and 3-D shapes | | | | |
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| **Year 1**  **History**  **DT**  **Science**  **Computing** | **The Big Question:** What happened in Pudding Lane? | | | | | | | |
| **Word Aware Words:** fire, great, London, sequence, event, past, bakery, | | | | | | | |
| **In History:**  **Know and understand about:**   * Changes within living memory * Events beyond living memory that are significant nationally or globally   **In Computing:**   * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school * Online safety (links with PSHE)   **In DT (joins)**   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * Evaluate their ideas and products against design criteria   **In Science:**   * Describe the simple physical properties of a variety of everyday materials * Observe closely, using simple equipment * performing simple tests * Use their observations and ideas to suggest answers to questions * Gather and record data to help in answering questions * Find out about Scientists that develop new materials (Non- statutory) | | **Websites:**  <https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September,house%20was%20a%20blazing%20inferno>.  [The Great Fire of London 1666 - YouTube](https://www.youtube.com/watch?app=desktop&v=Er3GKw8Z3R4)  [https://www.literacyshed.com/puddinglane.html#](https://www.literacyshed.com/puddinglane.html)  <https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr>  **Magic Grandad**  <https://www.youtube.com/watch?v=VarSSAwiimU> | * Know the key events of the Great Fire of London   (2nd September 1666, started in a bakery in Pudding Lane. Thomas Farynor owned the bakery, it was a long, dry Summer and wind spread the fire, the houses burnt quickly, it took 4 days to extinguish, they used buckets of water and fire hooks, most of London was destroyed)   * Understand that houses, streets and bakeries were different in 1666 to now * Know the hazards of fire and how to stay safe * Know how to use iPad Apps   Popplet, Pic Collage   * Use Augmented Reality technology * Know that Louis Pasteur was a scientist that studied germs. His discoveries helped to save millions of lives. | | * Compare the past with now * Create a time line of events * Insert an image * Add text * Change the font style, size and colour * Save and retrieve digital content * Design a product, thinking carefully about the colour, pattern and shape. * Use a running stich to sew fabric together * Use a range of design techniques to make a product. * Make observations * Ask and answer questions | | Double page spread  FS: design, make and build landmarks of London |
| **Year 2**  **History**  **GeographyDT**  **Science**  **Computing** | **The Big Question:**  Why did London burn in 1666? | | | | | | | |
| **Word Aware Words:**  diary, past, burn, events, timeline, effect, rebuild, modern | | | | | | | |
| **In History:**  **Know and understand about:**   * Events beyond living memory that are significant nationally or globally. * The lives of significant individuals in the past who have contributed to national and international achievements.   **In Computing:**   * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school * Online safety (links with PSHE)   **In DT (joins)**   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * Evaluate their ideas and products against design criteria * Build structures, exploring how they can be made stronger, stiffer and more stable   **In Science:**   * 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 about Scientists that develop new materials (Non- statutory)   **Geography:**   * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | | **Zoom Through History Workshop**  **Thursday 2nd November**  <https://www.zoomthroughhistory.com/home>  <https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September,house%20was%20a%20blazing%20inferno>.  [The Great Fire of London 1666 - YouTube](https://www.youtube.com/watch?app=desktop&v=Er3GKw8Z3R4)  [https://www.literacyshed.com/puddinglane.html#](https://www.literacyshed.com/puddinglane.html)  <https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr>  **Magic Grandad**  <https://www.youtube.com/watch?v=VarSSAwiimU> | * Know that Samuel Pepys, a clerk to the Royal Navy, observed the fire and kept a diary. * Know the key events of the Great Fire of London * Understand that the fire spread so quickly because of the weather, the material of the houses, the houses were close together and there was no organised fire brigade * The rebuilding of the city helped to shape modern London and building regulations across the country. * Know how I can use the internet to find things out. * identify devices I could use to access information on the internet. * Give simple examples of how to find information (e.g. search engines, voice activated searching). * Use Augmented Reality technology * Know that Dr Robert Hooke was a leader in the plans to rebuild after the Great Fire of London in 1666. * Know that his works included the designing the dome on St Paul's Cathedral, London and redesigning London's streets into a grid pattern with wide streets. | | * Understand the past can be ordered and create a time line of events * Use technology, books and diaries to find out about the past * Compare the past with now * Use video to record events * Insert text to annotate a video * Save and retrieve digital content * Design, make and evaluate when creating a purposeful product * Use different joins to join materials | | Double page spread  FS: Design, make and burn houses on an open fire |
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| **Year 1**  Music  Weekly | **Pitch and Tempo Theme: Superheroes** | | | | | | | |
| **Word Aware Words:** pitch, high, low, tempo, fast, slow, performance, compose | | | | | | | |
| * Use voices expressively and creatively by singing songs and speaking chants and rhymes. * Play tuned and untuned instruments musically. * Listen with concentration and understanding to a range of high quality (live) and recorded music. * Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | **Kapow Primary** | * Know the musical terms pitch and tempo * Know that the term pitch means high and low notes * Know that the term tempo is the speed that a note is played and that this can be fast or slow | | * Identify high and low notes * Perform confidently as part of a group * Compose as part of a group * Say what I am good at and what I need to improve * Create a pattern using two pitches | | Perform a ‘Superhero theme tune’. |
| **Year 2**  Music  weekly | **Ocarinas:** London’s Burning | | | | | | | |
| **Word Aware Words:** timbre, dynamics, tempo | | | | | | | |
| * Use voices expressively and creatively by singing songs and speaking chants and rhyme * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high quality (live) and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music | | **Ocarinas**  **BBC: The Great Fire of London**  <http://teach.files.bbci.co.uk/schoolradio/gfol_notes.pdf> | * Know that a composer is someone who creates music and writes it down. * Explain the musical vocabulary, tempo, timbre and dynamics | | * Recognise timbre changes in music they listen to. * Begin to use musical vocabulary to describe music. * Suggest improvements to their own and others’ work. * Play simple melodies from five or more notes. * Choose appropriate dynamics, tempo and timbre for a piece of music. * Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). * Perform expressively using dynamics and timbre to alter sounds as appropriate. | | Perform a simple tune with a tuned instrument (ocarina)  London’s Burning |
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| **Year 1**  RE  Weekly | **The Ultimate Question:** Why is Christmas important to Christians? | | | | | | | |
| **Word Aware Words:** Jesus, Nativity, Bethlehem, advent, Christianity | | | | | | | |
| **AT1**  Name the different beliefs and practices of Christianity.    Retell some of the religious and moral stories from the Bible.    Begin to understand what it looks like to be a person of faith.    Begin to use key words and vocabulary.    **AT2**  Talk about and find meanings behind different beliefs and practices. | |  | * Understand the meaning behinds some of the symbols of Christmas, e.g. gifts. * Know that the symbols of Christmas are important to Christians. | | Share with each other their understanding of the symbols of Christmas | | Retell the story of the Nativity |
| **Year 2**  RE  Weekly | **The Ultimate Question:** Why is light such an important symbol? *Focus is Diwali, Hanukah and Christmas* | | | | | | | |
| **Word Aware Words:** Celebration, festival, light, symbols, tradition, hope | | | | | | | |
| **AT1**  Become familiar with key words and vocabulary.  Begin to name the different beliefs and practices.    Show how different people celebrate aspects of religion.    **AT2**  Begin to talk about and find meanings behind different beliefs and practices.    Ask or respond to questions about what individuals and faith communities do. | | Diwali  <https://www.youtube.com/watch?v=KZU6M4EisyA>    <https://www.youtube.com/watch?v=pp59n0So-XE>    Hanukah  <https://www.bbc.co.uk/newsround/35030671>    <https://www.youtube.com/watch?v=zsXQfCeMHs8>    Christmas | * Know that all religions use symbols to share a message of love and hope. * To understand the importance of light in different religions * Hope means to have a desire for things to change for the better. | | Talk about the reasons people of faith celebrate light | | Make a Christingle and create a circle of light during a Christingle service |
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| **Year 1**  PSHE  Weekly | **Mental Wellbeing:** Being Me in My World | | | | | | | |
| **Word Aware Words:** emotion, lonely, scared, angry | | | | | | | |
| **Working together**  **Respectful Relationships**   * To recognise and communicate feelings to others * To listen to, reflect on and respect other people’s views and feelings * To have knowledge of how to deal/cope with different emotions (mindfulness opportunity) | * Angry: ‘Why Lose Your Temper?’ * Loneliness: ‘Lonely’ * Worried and Scared: ‘Everybody Feels SCARED’ | | | **Online safety**   * Understand the difference between online and offline. * Understand what information I should not post online. * Know what the techniques are for creating a strong password. * Know that you should ask permission from others before sharing about them online and that they have the right to say ‘no.’ * Understand that not everything I see or read online is true | | * Recognise devices that are connected to the internet. * Understanding that we are connected to others when using the internet. * Understand some of the ways we can use the internet. * When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. * Understanding how to interact safely with others online. * Recognising how actions on the internet can affect others. * To be able to recognise what a digital footprint is and how to be careful about posting online. | |
| **Year 2**  PSHE  Weekly | **Mental Wellbeing:** Being Me In My World | | | | | | | |
| **Word Aware Words:** emotion, bad tempered, embarrassed, frustrated, jealous, brave | | | | | | | |
| **Working together**  **Respectful Relationships**   * Recognise and communicate feelings to others * Listen to, reflect on and respect other people’s views and feelings * Have knowledge of how to deal/cope with different emotions (mindfulness opportunity) | * Jealous: ‘Katie Morag and the Tiresome Ted’ * Frustrated: ‘The Bad Tempered Ladybird’ * Embarrassed: * Courage: ‘Brave’ | | | **Online safety**   * Know that the internet is many devices connected to one another. * Know what to do if you feel unsafe or worried online – tell a trusted adult. * Know that people you do not know on the internet (online) are strangers and are not always who they say they are. * Know that to stay safe online it is important to keep personal information safe. * Know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet. | | * Identify whether information is safe or unsafe to be shared online. * Learn how to create a strong password. * Learn to be respectful of others when sharing online and ask for their permission before sharing content. * Learn strategies for checking if something they read online is true. * Understand how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. | |
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| **Year 1**  **PE**  Weekly | **Games:** Ball skills | | | | | | | |
| **Word Aware:** bounce, control, throwing, catching | | | | | | | |
| * Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move. | | **Cambridgeshire Scheme of Work for Primary Schools**  Year 1 | * Practise and develop rolling skills (sending and receiving) * Bouncing the ball – standing still and bouncing the ball and then moving and bouncing the ball. * Throwing and catching * Throwing and catching with a partner * Modified games (include skills taught within the unit) | | | | |
| **Gymnastics:** Balancing | | | | | | | |
| **Word Aware:** still, big, small, pointed toes | | | | | | | |
| * Master basic movements including running and jumping. * Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | | **Premier Sports Coach** | * Still balances * Partner balances * Create and perform a sequence of balances * Travel across a piece of equipment and balance | | | | |
| **Year 2**  **PE**  Weekly | **Games:** Ball skills | | | | | | | |
| **Word Aware:**  underarm, overarm, distance, send, receive | | | | | | | |
| * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | | **Cambridgeshire Scheme of Work for Primary Schools**  Year 2 | * Underarm and overarm throwing and catching * Aiming at a target * Sending and receiving * Modified games (include skills taught within the unit) | | | | |
| **Gymnastics:** Balances | | | | | | | |
| **Word Aware:** link, unison, match | | | | | | | |
| * Master basic movements including running and jumping. * Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | | **Premier Sports Coach** | * Points and patches * Partner balance (counter tension) * Mirroring balances * Create and perform a sequence of balances * Create a sequence of balances on apparatus | | | | |