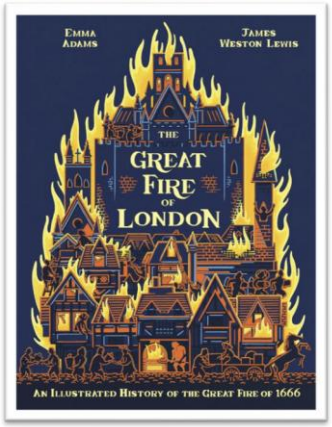
Year 2	Term: Autumn 2	Topic: Time Travellers: Panic on Pudding Lane! SHINE VALUE: Success (determination, perseverance, ambition)			
Subject	**National Curriculum**	**Key texts & web links**	**Knowledge** We know that…	**Skills** We are able to…	**Outcome/s Exit Point**
English	**Non-Fiction:** Information Report				
	Sticky 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.

<table>
<tr><td>Maths</td><td colspan="5">Number: Addition and Subtraction Geometry: Shape
Sticky Words: add, subtract, 1-digit, 2-digits, 10 more, 10 less</td></tr>
<tr><td></td><td colspan="2">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</td><td>White Rose
Year 2
Autumn Block 2 & 3</td><td colspan="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</td></tr>
<tr><td>History
DT
Computing
Geography
Art</td><td colspan="5">The Big Question: Why did London burn in 1666?
Sticky Words: Diary, past, burn, events, timeline, silhouette, joins, wattle and daub, ashes, narrow</td></tr>
<tr><td></td><td>In History:
Know and understand about:
Events beyond living memory that are significant nationally or globally.</td><td>Zoom Through History Workshop
https://www.zoomthroughhistory.com/home</td><td>History:
Know that Samuel Pepys, a clerk to the Royal Navy, observed the fire and kept a diary.</td><td>History:
Understand the past can be ordered and create a timeline of events</td><td>Double page spread

History & DT:
FS: Design, make and burn houses on an open fire</td></tr>
</table>

	The lives of significant individuals in the past who have contributed to national and international achievements. **In Computing:** Online safety – lesson 2 (links with PSHE) Use technology purposefully to create, organise, store, manipulate and retrieve digital content **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 Art:** Use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	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.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 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. **Computing:** Know that the Puppet Pals App can be used to animate a picture. **DT:** Begin to understand what Tudor houses may have looked like in 1666 Know that joining in DT means to stick two materials together. Know that the L-brace, flange and slot are joins used to connect materials **Art:** To know about artists Kara Walker and Steven Wilkshire and explore their work. To know how colour and shape can be used to create artwork.	Use technology, books and diaries to find out about the past Compare the past with now **Computing:** Use Puppet Pals to animate a picture with a voice recording. **DT:** Design, make and evaluate when creating a purposeful product Select the appropriate materials and tools to create a replica of a Tudor style house Use different joins to join materials Begin to explore how structures can be made stronger, stiffer and more stable **Art:** Use colour, pattern, texture, line, shape, form and space to create a piece of artwork.	**Computing:** Create an historical interview using Puppet Pals

Music	**Ocarinas:** London's Burning				
	Sticky 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
Year 2 RE	**The Ultimate Question: Why is light such an important symbol?** Diwali & Hanukkah				
	Sticky Words: Hindu, Hinduism, Diwali, diya/diva, Jew, Judaism, Hanukkah, Menorah				
	Peterborough Agreed Syllabus: ***PT1 - Knowledge & Understanding pf Religion and World Views:*** - Name the different beliefs and practices of Hinduism and Judaism and begin to look for similarities between religions.	LITTLE GLOW 🔥 Katie Sahota | Read aloud #storyoftheweek The Story of Diwali - Twinkl Kids TV What is Diwali? Festival of Lights Explained | Newsround | News For Kids	Know that Hindus celebrate the festival of light – DIWALI. Know that the festival of Diwali can be celebrated in different ways.	Begin to consider why light is important in different religions.	Understand why light is important in Diwali and Hannukah. Know why and how Hindus celebrate Diwali.

	- Pupils begin to use key words and vocabulary related to Hinduism and Judaism. ***PT2 – Responding to Religion and Worldviews:*** - Talk about and find meanings behind different beliefs and practices. - Suggest meanings of some religious and moral stories. - Ask and respond to questions about what individuals and faith communities do.	How do you celebrate Hanukkah? - BBC Newsround	Know that Jews celebrate the festival of light - HANUKKAH Understand why candles are used during Hanukkah. Know that light is important to Christians.		Know why and how Jews celebrate Hannukah.
Year 2 PSHE Computing	**Families and Relationships** **Sticky Words:** friendship, love, manners, feelings, emotions, stereotype, respect				
	That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	***Kapow Primary***  ***Whole School Behaviour Curriculum*** ***Be Ready, Be Safe, Be Respectful***	Know that families can be made up of different people. Know that families may be different to my family. Know some problems which might happen in friendships. Understand that some problems in friendships might be more serious and need addressing. Understand some ways people show their feelings. Understand what good manners are. Understand some stereotypes related to jobs. Know that there are ways we can remember people or events.	Understand ways to show respect for different families. Understand that families offer love, care and support. Understand difficulties in friendships and discussing action that can be taken. Learn how other people show their feelings and how to respond to them. Explore the conventions of manners in different situations. Explore how loss and change can affect us.	Understand that families offer love and support and that different families may be made up of different people. Consider what friends may be thinking and feeling in different situations. Recognise some issues that may occur in friendships and which of these may need adult help to resolve. Understand that expectations of manners may change according to the situation. Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.

	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.				Explain what gender stereotypes are in relation to careers.
Year 2 PE Weekly	**Games:** Ball skills				
	Sticky Words: 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				
	Sticky Words: 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		