



# Year 2 – Autumn – Long Ago in London



## ENGLISH (writing)

### Non-Fiction:

Children will:  
Write a **chronological explanation** of GFOL from the **perspective** of an historian and write a **letter** to the Mayor of London from the **perspective** of a person who lived in London at the time and suggest how best to rebuild **making connections** to modern day discoveries about materials and fire safety.

Write **instructions** about what to do if a fire is discovered

### Fiction:

Children will **read, share a story** and identify the main features of traditional tale

Write character and setting descriptions using **creative** language, Plan and write innovated versions of a traditional tales changing the characters and events.

## MATHS

Children will learn key concepts, numbers skills and calculations and apply them to a range of reasoning and problem-solving tasks and **investigations** demonstrating **resilience** when challenged.

**Unit 1: Number and Place Value:** (Skip counting in 2s, 3s and 5s; representing numbers using practical materials)

**Unit 2: Addition and Subtraction:** (Addition and subtraction within and to 20)

**Unit 3: Multiplication and Division** (Multiplication as repeated addition and missing number problems)

**Unit 4: Addition and Subtraction** (Reasoning about addition and subtraction)

**Unit 5: Fractions** (Unit and non-unit fractions; representing fractions to solve problems)

**Unit 6:** Measurement (Measuring, comparing and ordering using nonstandard and standard units)

## HISTORY

**The Great Fire of London: Could there be another GFOL? Investigate** and discuss how we know about things that happened so long ago in the past.

Find out about **Samuel Pepys** and **explore** his diary. Consider why he kept his diary and the importance of the accounts. Think about what may be saved in a modern day emergency and understand why that may be different than in the past (**perspectives**)

**Compare** living in 1666 and **make connections** with today.

**Explore** information texts, artwork and artefacts to discuss, ask and answer questions and **justify** reasons for thoughts and explanations.

**Sequence** the events of the Plague and GFOL onto a **timeline and explore** how the events took place.

**Compare** modern day fire engines/Fire Service to that of 1666 Discuss old and modern methods of building houses, schools, towns and how the events of GFOL may have had an impact upon modern times. (**Making connections**)

**Discuss** if a fire like the GFOL could happen again and **justify** the ideas and reasons given.

## ENGLISH (reading)

### Non fiction: Children will:

**Explore** a range of information texts to identify the main features and **investigate** The Great Fire of London.

Identify the features of Non Fiction texts including information texts, recounts, letters and instructions.

Use organisational features to **explore**, locate information, ask and answer questions

Learn and recite **Paul Perro** poem (**creative expression**) to support recall of the GFOL events.

**Class Readers:** The GFOL , You Wouldn't want to be in the GFOL.

### Fiction: Children will:

Read a range of traditional tales, make comparisons and identify language and structure

Read (**share a story**) alternate versions of fairy tales, identify innovations/changes and

**Class Readers:** Vlad and the GFOL. Grimm's Fairy Tales, Ladybird Tales, The True Story of the Three Little Pigs, The Three Wolves and the Big Bad Pig.

## SCIENCE

### Physics/Forces: Everyday Materials

Children Will:

**Explore** a range of materials through **investigations** and explorations.

**Investigate** how new materials have helped solve problems.

Work in groups to sort and classify materials and use suitable materials to build models (**enterprise**), perform simple tests, observe changes to materials and gather, interpret and record data.

### Biology: Plants – Growth and Care

Children Will:

**Investigate**, recall and describe the conditions required for healthy plant growth, observe seeds and bulbs and **investigate** how they grow into plants and compare the growth of plants under different conditions. They will perform fair tests, with variables, observe closely, using simple equipment and use key vocabulary to **justify** and explain their findings

## GEOGRAPHY

### Magical Mapping

Children will:

Recall the four countries of the UK. Locate London, Shevington and other UK cities, towns and villages using maps, atlases and globes Compare maps/photos/drawings of London from today and **make connections** to those of 1666 looking at human and physical features.

### Skills: Maps Atlases and Globes:

Children will:

Locate and label the continents and oceans of the world and discuss/explain what they know about places they have been to (**make connections**)

Identify the key features of a map/atlas and devise simple maps of their local area using appropriate key.

Understand and use simple compass directions and **investigate** aerial photographs **making connections** to the things they know.

Suggest reasons for differences between maps of Shevington and London from now and long ago – **justifying their ideas**.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify

## PSHE

Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

### My Family and Friends:

Explore what it means to be a good friend and how to resolve arguments in a positive way. Use 'Zones of Regulation' to recognise how we are feeling and what can be done cope with them. Talk about what 'family' means to us and how that can differ from person to person

### Healthy Mind:

Recognise that it is important to keep your mind healthy and explore ways in which this can be achieved. Celebrate successes, personal achievements and discuss what we can be thankful for.

## ART

### Cityscapes and Landscapes/Printing:

Children will look at the bright colours and brushstrokes used by impressionists such as Vincent van Gough and Claude Monet when painting city and landscapes and create artwork inspired by them After looking at a range or artwork related to the GFOL children will **explore** colour and materials that could create a fiery skyline and then use printing to create the silhouetted houses. Children will explore using a range of printing materials before deciding on their favourite.

### Digital Media

Children will explore using 2 paint and internet sources to import pictures and create a piece of artwork inspired by the Plague/GFOL

## COMPUTING

Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.

### Digital Literacy/Skills:

All year the children will develop and improve their skills related to accessing and using a range of programmes independently as well as accessing the internet to gather information and pictures. Children will create a poster and newspaper article linked to their topic They will learn how to save their work and send to the teacher using Purple Mash/Seesaw.

## MUSIC

### Singing and Performing:

Children will listen to and learn rhymes associated with the GFOL – London Bridge is falling down. They will learn to sing in rounds and at the correct pitch. Children will attempt to innovate the rhymes to relate to more modern times using un-tuned and tuned percussion to accompany.

## RE

### How do we show that we care for others?

Children will listen to stories from different religions and note the importance of caring for each other. They will talk about ways to show that you care for people who are less fortunate such as performing tasks or donating to charities.

### Why and how are Christmas and Chanukah celebrated?

Children will **investigate** what is meant by a festival and why people like them. They will discuss both Christmas and Chanukah and notice similarities and differences between the celebrations noting particularly why they are such important festivals and how they are prepared for and celebrated.

## DESIGN

### Moving Vehicles: Design and make a child's fire engine that has moving wheels and carry water without spilling it.

Children will:

**Explore** modern manufactured vehicles and toys in particular fire engines. They will **investigate** moving parts and mechanisms before designing, making and evaluating their own moving vehicle using the materials available to them and the design specification. They will need to use **resilience** when trying out designs in order to perfect.

## PE

### Gymnastics:

Children will develop their core strength and agility by learning how to perform a range of jumps, balances and rolls and then link together to perform a sequence. Sequences will be created and performed on the floor and using apparatus independently, with a partner or in small groups where they will have to consider co-operation and co-ordination in order to perfect sequences

### Multi-Skills

Children will continue to develop a range of skills including, throwing, catching, rolling, striking and fielding a ball. Through a range of different attacking and defenncgames they will also begin to improve their spatial awareness and teamwork

## Outdoor Opportunities

Children will use the outdoor spaces when they are sketching plants as part of Science and skylines during Art. During Geography they will create maps and use them in and around school to see if they are accurate.

## ENHANCEMENT & CELEBRATION

**Fire Station:** Children will visit a fire station in order to understand the modern day service and so that they can try to make comparisons to the olden day service they have learned about. Children will also receive some fire safety training and how to stay safe in the home. Children may also learn that tackling fires is not the only role of the fire brigade.

### Church Visit:

Children will pay a visit to the local church in order to identify some Christian symbols and artefacts.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative  
Expression

Enterprise

Justify