



# Year 2 – Autumn – Could the Great Fire of London ever happen again?



## ENGLISH (writing)

### Non-Fiction:

Children will:

Write a **recount** focusing on specific vocabulary from the Great Fire of London

Write descriptions of events that happened during the GFOL and The Plague, including from the **perspectives** of people present

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

Write a **diary entry**, reflecting on the diary of Samuel Pepys

### 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: Week 1-4

Children will focus on their understanding of the composition of numbers. They will practice a range of different concrete, abstract and pictorial ways to represent numbers, focusing on tens and units.

### Unit 2: Addition and Subtraction: Week 5-9

(Children will focus on addition and subtraction within and to 20. They will also look into the relationship between addition and subtraction and link to the related facts they know.

### Unit 3: Geometry, Shape: Week 10-12

Children will reflect on their knowledge of 2D and 3D shapes from Y1. They will learn about shapes faces, corners and vertices. Children will also focus on lines of symmetry and look at making patterns with shapes.

## 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.

Look at when 1666 was and relate to events in living memory. Order the events on a timeline.

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

**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.

**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 Great Fire of London

**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. Children will compare indoor and outdoor materials reflecting on their suitability and discussing why certain materials are used for making certain objects eg glass for windows.

## GEOGRAPHY

### How has London Changed since 1666

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



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## PHSCE

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:

The children will look at what it means to be a good friend. They will look at different scenarios and how they will role-play how they could respond to these.

### Healthy Mind:

The children will discuss the importance of keeping your mind healthy. They will explore meditation, keeping calm strategies and look at different ways a healthy mind is achieved. They will acknowledge and 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 Gogh and Claude Monet when painting city and landscapes and create artwork inspired by them. After looking at a range of 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 access **Data and Information** whilst working on pictograms.

### Programming:

Children will use floor Beebots to design a route and follow the instructions correctly.

## 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.

### Folk Songs:

Children will learn how to warm up their voices and the importance of this. They will learn a range of folk songs from around the British Isles. They will focus on accurate pitching, singing in a group, enunciation and performance skills.

## 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 a festival means and why people like them. They will discuss and compare Christmas and Chanukah. The children will similarities and differences between the celebrations noting particularly why they are such important festivals and how they are prepared for and celebrated.

## DESIGN TECHNOLOGY

### Baby bear's chair

Children will look at man-made and natural structures. They will identify features that make a chair stable and produce a model that can support a teddy. They will use appropriate materials and construction techniques, reflecting on how these are suitable for their design and model. The children will then explain how they made their model strong, stiff and stable. To finish the children will reflect, **justify** and evaluate their model and its stability.

## 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. They will be create and perform sequences on the floor using apparatus independently. Children will work 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 defence games, they will also begin to improve their spatial awareness and teamwork

## Outdoor Opportunities

Children will use the outdoor spaces when they are sketching as part of skylines during Art.

In Science, they will **explore** outdoor materials, **making connections** about their properties and reflect on their suitability.

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.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative Expression

Enterprise

Justify