St Mary's Medium Term Planning

Year group: 2 **Term**: Autumn 1 **Topic**: The Great Fire of London!

Literacy	BOOK FOCUS! - Vlad and the Great Fire of London - London's Burning **Describe the Events of the Great Fire of London** **Immerse** Immerse with videos showing how the fire would have looked. Read stories about the Great Fire of London. Look at newspaper reports – age appropriate. **Analyse** Read a factfile with the events in chronological order. Timeline of events. **Skills** Capital letters and full stops. To sequence and summarise events. To understand and use proper nouns. To understand and use their 5 senses. Past tense. **Plan, Do, Review** To write about real events Consider what they are going to write about by planning or saying out loud their ideas. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. **Diary Entry**

	Immerse Read lots of diaries and learn what a diary is. Look at different diary entires – who might have written them? Use BBC video to learn about Samuel Pepys **Analyse** Read a diary entry WAGOLL and analyse the key features. **Skills** To write in first person. To write about events in chronological order. To use adjectives. To use expanded noun phrases. To write different types of sentences – co-ordination using or/and/but **Plan, Do, Review** Write narratives about personal experiences and those of others (real and fictional) Consider what they are going to write about by planning or saying out loud their ideas. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
Maths	**Year 2** **Number within 100** • use place value and number facts to solve problems • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers to 100 using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward • and backward (during transitions) **Addition and Subtraction of 2-digit numbers.** • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • 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 **Addition and Subtraction of 2-digit numbers word problems** • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • 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
Science	**Uses of Materials.**

	Unit Overview	
		Key Knowledge
	Lesson 1 Can I identify the materials that different objects are made from?	• Materials are used to make objects. • The same materials are used to make lots of different objects (e.g. metal can be used to make coins, cans and cars). • Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) • Different materials have different properties. • A material is chosen to make an object because of its properties.
	Lesson 2 Can I identify how materials are used in my local area?	• Materials are used to make objects. • The same materials are used to make lots of different objects (e.g. metal can be used to make coins, cans and cars). • Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) • Different materials have different properties. • A material is chosen to make an object because of its properties.
	Lesson 3 Can I compare the suitability of different materials?	• Different materials have different properties. • A material is chosen to make an object because of its properties. • The properties of a material make it either suitable or unsuitable. • Some materials are more suitable than others.
	Lesson 4 How can the shapes of objects made from some materials be changed?	• Objects that can be squashed, bent, twisted or stretched are all made from flexible materials. • Flexible materials can change shape. • Objects that cannot be squashed, bent, twisted or stretched are all made from rigid materials. • Rigid materials cannot change shape. • Both flexible and rigid materials are important and used for different things.
	Lesson 5 How can we help to stop plastic pollution?	• Recycling is when materials can be reused and made into new items. • Plastic is non-biodegradable and not all plastic can be recycled. • There are special symbols on packaging to tell you if something can be recycled. • Lots of plastic ends up in the ocean. • Animals can be hurt by plastic, especially if they mistake it for food and eat it.
	Lesson 6 How are new materials discovered?	• Throughout history, materials have changed the way that humans live. • George Washington Carver invented new uses for the peanut, which helped struggling farmers to make a living. • Stephanie Kwolek discovered a new material called Kevlar which has saved thousands of lives. • Charles Macintosh invented the first waterproof fabric to keep people dry in the rain.
History/Geography	**The Great Fire of London!** **Unit Overview**	

	Key Knowledge
Lesson 1 What was London like in 1666?	London was very different in 1666: • King Charles II was monarch. • London Bridge was the only river crossing. • Buildings were made from wood and streets were very narrow. • There was no electricity. Candlelight was used instead of electric lights. There were no phones, computers, ovens, or internet. • The only transportation was on foot, by horse or by boat. • London did not have a fire brigade.
Lesson 2 What were the key events of the Great Fire of London?	• The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane. • Strong winds kept the fire spreading and it was difficult to stop. • The fire destroyed most of the city, including important landmarks like St Paul's Cathedral. • The flames were eventually put out on Thursday 6th September 1666. . • Thousands of people were left homeless. Although only six deaths were recorded, it is thought that more people lost their lives.
Lesson 3 How do we know so much about the Great Fire of London?	• In 1666, there were no smart phones, cameras, televisions or internet. • Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries. • The diaries are important sources of evidence. • The diaries tell us what life was like in London in the 1660s and the impact the Great Fire of London had on people at the time.
Lesson 4 Why did the fire spread so quickly?	• Houses in 1666 were made mostly from wood so they burned easily. • Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable. • Houses were close together and streets were narrow. • There had been a long summer of drought, which made buildings combustible. • The windy weather spread the flames quickly. • There was no fire brigade.
Lesson 5 What damage did the fire cause?	• The fire destroyed 80% of the City of London. • The most famous building to be destroyed was St Paul's Cathedral. • Many Londoners lost their houses and became homeless. • Homeless Londoners took shelter outside the City. • We do not know exactly how many people died in the fire.
Lesson 6 How did London change after the fire?	• After the Fire, King Charles II and the government wanted to rebuild London • London needed to be rebuilt as quickly as possible so that people had somewhere to live and could restart their businesses. • London was rebuilt on its old street layout but with improvements. • Sir Christopher Wren designed the new St Paul's Cathedral and a memorial of the fire, called 'The Monument'.

Art/Design Technology	**Structures – Making Baby Bear's Chair** Pupils who are secure will be able to: • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. • Identify features that make a chair stable. • Work independently to make a stable structure, following a demonstration. • Explain how their ideas would be suitable for Baby Bear. • Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.
Computing	**iProgram 1** - To understand algorithms can describe everyday activities and can be followed by humans and computers. - To understand that algorithms are made up of steps, some of which can be repeated. - To understand that algorithms are made up of steps, some of which can be repeated. - To program a simple animation involving movement. - To write a simple program that produces output (text or sound). - To combine images and text to create a simple animation.
PE	**Fundamentals** **Knowledge** • To develop balance, stability and landing safely • To explore how the body moves differently when running at different speeds • To develop changing direction and dodging • To develop and explore jumping, hopping and skipping actions • To develop co-ordination and combining jumps • To develop combination jumping and skipping in an individual rope **Assessment** • I am beginning to provide feedback using key words. • I am beginning to turn and jump in an individual skipping rope. • I can describe how my body feels during exercise. • I can show balance when changing direction. • I can show hopping, skipping and jumping movements with some balance and control. • I can work co-operatively with a partner and a small group. • I show balance and co-ordination when running at different speeds.

RE	**<u>Creation and Covenant</u>** **By the end of this unit of study, pupils will be able to:** • Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17). • Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture. • Understand the term 'stewardship' and what it means for caring for God's world. • Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. • Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. **By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:** • Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response. • Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah. • Exploring the meaning of symbols used in an infant's baptism in the Catholic Church. **By the end of this unit of study, pupils will be invited to respond to their learning, for example by.** • Considering what they could do to care for God's world in their own lives and in the life of their local community. (RVE) • Reflecting on the gift of Creation (awe and wonder). (RVE) • Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.
Spanish	N/A
Music	N/A
RSE	**<u>Emotional Wellbeing</u>** **Session 1: Feelings, Likes and Dislikes** In this session, children will watch a video where two presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs. **Session 2: Feeling Inside Out** In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs. **Session 3: Super Susie Gets Angry**

	Using the knowledge, they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.
Immersive Events/Visits/Visitor's etc	