Year 2 Curriculum Term 2

Topic Title: Fire Fire

English	**Maths**
In term 2, we will be continuing with our Read, Write Inc groups (RWI) and English group. In RWI we will be focusing on ensuring we recognise the sounds (set 2 and 3) and we will then progress onto using and applying them accurately. Each day in our RWI sessions we read focus texts and will complete writing activities around these. In English, we will be reading stories by Julia Donaldson. We will be focusing on The Gruffalo's Child and Stickman but will also explore other stories by the author during our story time and Reading for Pleasure sessions. We will be exploring these texts through reading, role play and drama. To deepen our understanding, we will apply our predicting, clarifying, questioning and summarising skills. Using the Gruffalo's Child as inspiration, we will be writing setting descriptions and instructions. Our learning will include: - Securing our sentence construction - Writing simple and compound sentences - Understanding and using a variety of nouns, adjectives, verbs and adverbs. We will use Stickman to help us write diary entries and learn to show a viewpoint through letter writing. Our learning will include: - Using emotive language - Sequencing ideas - Writing in the past tense - Extending our using of punctuation To conclude the term, we will read a range of winter poetry. We will use this to inspire our own poetry writing with a focus on using new and ambitious vocabulary. **Reading for Pleasure** – These sessions are designed and planned to promote a positive attitude towards reading, to increase confidence in reading and to support the children with a life-long love of reading. These sessions will take place weekly.	In maths this term, we will be learning: *– Addition and subtraction: Finding complements of 10 and 100 including measures* Step 1: Rehearsing the complements to 10 and comparing them to the complements to 100 Step 2: Continue to rehearse complements to 10 and 100 whilst regrouping flexibly Step 3: Think addition for subtraction using multiples of 10 within measure *– Addition and subtraction: Add and subtract numbers mentally using 1 and 2 digit numbers* *Step 1:* Doubles and near doubles Step 2: Using doubles and near doubles Step 3: Finding the nearest multiple of ten Step 4: Rebalancing for equal sum *Step 5 :* Using rebalancing in context Step 6: Difference Step 7: Rebalancing to find the equal difference *Step 8:* Regrouping to 'think 10' in addition Step 9: Adding a 1-digit number to a 2-digit number using think 10 Step 10: Adding a 2-digit number to a 2-digit number using think 10 *Step 11:* Using 'think 10' for subtraction Step 12: Subtracting a 1-digit number from a 2-digit number using think 10 Step 13: Choosing a strategy *– Addition and subtraction: Finding part or whole unknown* Step 1: Identifying the parts and the whole using Cuisenaire rods in a bar model Step 2: Identifying the parts and whole in a cherry model Step 3: Inverse relationship of addition and subtraction Step 4: Using inverse to find missing numbers Step 5: Using inverse to find missing numbers in problems *Step 6:* Missing numbers in a range of contexts, including measures

	– Measurement: Money – making combinations and finding changes Step 1: Find different combinations of coins that equal the same amounts of money Step 2: Solve calculations involving subtraction of money of the same unit Step 3: Solve simple problems in a practical context involving addition and subtraction of money of the same unit Step 4: Continue to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change *– Measurement: Comparison (difference, more, less, fewer)* Step 1: Understand difference when comparing numbers on number lines to other models Step 2: Compare values in the context of measuring mass (g) and use the language of comparison Step 3: Compare values in the context of comparing mass (kg) and use the language of comparison Step 4: Compare values in the context of measuring heights, lengths and widths, using the language of comparison *Step 5 :* Compare values in a variety of contexts *– Measurement: Measures – estimation and measure using different scales* Step 1: Estimate on a number line using benchmarks Step 2: Estimate and compare capacities Step 3: Read capacities on different scales Step 4: Read scales on circular dials *Step 5:* Solve problems reading scales

R.E.

In RE this term, we will be learning about how Christians celebrate Christmas. We will focus on:

- The Christian Nativity, focusing on the events and the key people in it How Christmas is celebrated where we live
- How Christmas is celebrated around the world for example how Christians in Australia might celebrate differently to Christians in the United Kingdom.

PSHE

This year's theme is 'Break the silence'. Children will be encouraged to start conversations about bullying, to speak up, to listen and to take action together.

Our learning will start on World Kindness Day and then continue into anti-bullying week. Our learning will include:

Kindness and respect to yourself – we will be exploring ways in which we can look after ourselves mentally and physically.

Healthy Relationships

Bullying, what is the difference from being unkind. We are a telling school.

'Choose respect' Respecting others.

Healthy Relationships

How to regulate emotions linked with the zones of regulation.

Art

In art, we will be developing our painting skills. We will look at the artists Joan Mitchell and Paul Klee and we will develop our skills through exploration. Our learning journey will include the following learning intentions:

· I am learning to experience painting with smaller brushes, developing brush control

· I am learning to explore what happens when secondary colours are mixed

· I am learning to experiment with different painting effects such as washes, blocking and thickened paint

· I am learning to create tints and shades in a variety of colours

· I am learning to explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge

· I am learning to explore paint effects and techniques used by famous artists

· I am learning to create a piece of art in response to the work of an artist

Music

This term, we will be using our voices and untuned instruments, such as maracas, to explore both rhythm and pitch. We will continue exploring rhythm and note values, using the terms ta and te-te. We will explore pitch and scale using our fingers and will continue to play untuned instruments as a group.

P.E.

Throughout the term, children will develop their ball control and skills using both their hands and feet. They will practice controlling and moving a ball, changing direction and speed and using different techniques to maintain control. Children will also develop their coordination, confidence and ability to apply these skills in fun games and activities with others.

Thematic Curriculum	
Topic Title:	Fire Fire
Golden Thread:	People and Places
Big Question:	Who was to blame for the Great Fire of London?

Prior Knowledge:	When learning about People and Places in year 1, the children focused on events within living memory, exploring the main events that have happened in their own and their Grandparents lives. They have explored their own family history and explored toys from the past. The children have also learnt about some famous explorers from the past and their key discoveries.	
Blurb overview:	Fire Fire will teach us the key events of The Great Fire of London and help us to develop an understanding of the ways in which we can find out about the past. We will have many opportunities to increase an awareness of learning of the past by learning what London was like in the 17th century. We will compare life in the 17th century to the present day and consider how some problems such as the lack of an organised fire brigade and the type of building, caused the fire to spread. We will be looking at historical sources that can tell us what happened but also how some sources aren't always useful.	
Celebration of Learning	Share The Great Fire of London with Year 3.	
Text Links	Toby and The Great Fire of London.	
Oracy End Point:	Children to present a short piece detailing what they know about the Great Fire of London	-Speak clearly and confidently with appropriate volume and pace. -Explain ideas and events in chronological order -Recite/deliver short pre-prepared material to an audience

History	
Substantive Knowledge	Disciplinary Knowledge
•To know about an event or events that happened long ago, even before their grandparents were born •To know the main events from a significant period in history. •To know that history can relate to people, places and events. •To know that there are some significant local places, national events and individuals beyond living memory. -To know that history can be made nationally •To know simple historical vocabulary	To use historical vocabulary when discussing the dates of historical events, such as the Great Fire of London. •To know how to sequence objects/ events closely related in time, using a given scale. •To know and use dates where appropriate. •To know how to make connections between the past and present time. •To know that events and objects can be sequenced in chronological order. To know the similarities and differences between then and now. -To know how to use books, eye-witness accounts, buildings, artefacts and the internet to find out about the past. •To know the difference between fact and fiction.
D&T	
Substantive Knowledge	Disciplinary Knowledge

Design To know how to: • think of an idea and plan what to do next • produce labelled diagrams • explain why they have chosen specific materials **Make** To know how to: • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a mode **Evaluate** To know how to: • explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made.	

Cultural Capital	
Cultural Knowledge: Children will deepen their understanding about the history of the country they live in. They will learn about the chronology of the key historical events that lead to the Great Fire of London and key historical figures. They will be able to describe the impact it had on the people of London and why it forms an important part of the history of our country. They will also learn about what life was like in the past and how it compares to their own now. Cultural experiences: Visit our local Church to see how Christmas is celebrated here.	
Weekly Overview	
Week 1	Lesson 1 – Introduce timelines and chronology. Children to create a timeline of their life so far. Introduce the class timeline and put on The Great Fire of London. Introduce timelines and chronology to know about an event that happened long ago (before grandparents were born). Lesson 2 – Present day London vs London in the past. Compare houses, jobs, travel, clothes. Focus – can chn recognise what modern buildings look like? Can children talk about how the buildings in London were different in the past? Can children describe how people travelled differently in London in the past? Explore the concept that there are similarities and differences to the present time. Focusing on buildings, jobs, travel and clothes. Lesson 3 – Jobs: Then and Now: Discuss different jobs that people have today. Encourage children to share ideas based on their own lives and experiences. Children to explore jobs in the 17th century. Order them from their favourite to least favourite and to explain why. To know how to make connections between the past and present time focusing on jobs – especially firefighters.

Week 2 Friday 13th Kindness Day	Lesson 1 – Look at fire fighters from the past and compare them to the present. Visit to local fire station to understand the job of a firefighter in the present day and the equipment they use. Lesson 2 - Firefighters in The Great Fire of London – how this affected what happened in 1666. What would have helped? To know the main events from a significant event in history. To know simple historical vocabulary and use it when discussing the dates of historical events. Friday – 13th World kindness day Healthy Relationships – What happens if somebody is unkind to us? How can we respond to unkindness? What can we do to look after ourselves when someone is unkind to us?
Week 3 PSHE	Lesson 1 – START OF ANTI BULLYING WEEK – I am learning to know what kindness is. The main focus for this lesson is kindness and how respect to yourself – we will be exploring ways in which we can look after ourselves mentally and physically. Lesson 2 - Healthy Relationships – I am learning to know what the difference is between bullying from being unkind. We will learn how we are a telling school. We will look closely at the phrase 'Choose respect' when understanding what it means by respecting others. Lesson 3 - Healthy Relationships – I am learning to regulate my emotions. In this lesson we will look closely at the zones of regulation and strategies we can use to aid us.
Week 4	Lesson 1 – How did the Great Fire of London start? Children learn that the fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. They identify where this is on a map of London and discuss how the fire began. To know that history can relate to people, places and events. Great Fire of London specifics and create timeline of main events. Lesson 2 – What happened during the fire Pupils learn about what happened each day from Sunday to Thursday using a simple timeline. They describe how people tried to stop the fire. They will learn about the chronology of the key historical events that lead to the Great Fire of London and key historical figures (Samuel Pepys) Lesson 3 - Great Fire of London – effect on the people of London and the city. Consider looking at maps to show the devastation. How would it feel being there? Create a letter as a person fleeing the fire – eyewitness. How would it feel being there?
Week 5	Lesson 1 - Who Was Samuel Pepys and why is he important? Children learn who Samuel Pepys was and why his diary is important for historians today. They explore extracts or simplified diary entries and talk about what they tell us about life during the Great Fire. Pupils then write a short diary entry in role as Samuel Pepys or another Londoner. To know that there are some significant local places, national events and individuals beyond living memory. They will be able to describe the impact it had on the people of London and why it forms an important part of the history of our country Lesson 2: What Was the Impact of the Fire? Children learn about the damage caused — homes lost, people displaced — and how Londoners began to rebuild their city. They explore the emotional and practical impact on the people. Lesson 3: How Did London Change After the Fire? Children explore how London was rebuilt — new building materials, wider streets, and the creation of St Paul's Cathedral by Sir Christopher Wren. They discuss how the fire changed safety in cities forever. Effect on the people of London

Week 6	Lesson 1 - Oracy – Children to retell the story of The Great Fire of London to Year 3. Children to explain ideas and events in chronological order (cognitive) and for children to recite/deliver short pre-prepared material to an audience (social and emotional) Lesson 2 – Quiz Lesson 3 – Top up teaching
Week 7	RE Week