

YEAR 2 –Autumn Term 2 Planning – Great Fire of London – Slough (History)

Cross Curricular: Writing: Charlie and the Fire of London

- Setting description of great fire of London
- Dairy entry – Samuel Pepys

NC Objectives:

- To write sentences that are linked thematically eg personal experiences and those of others (real and fictional)
- Write for different purposes to develop positive attitudes and stamina for writing
- Consider what he/she is going to write before beginning by writing down ideas and /or key words, including new vocabulary
- Start to use the diagonal and horizontal strokes needed to join letters

Cross Curricular: Art/DT

Recreating art work using inspiration from Fire of London



NC Objectives:

- To be able to select particular techniques to create a chosen product and develop some care and control over materials and their use
- Experiment with tones using pencils, chalk or charcoal.

Cross curricular: Science- Materials

To ask simple questions and recognise that they can be answered in different ways including using scientific language

To identify, group and classify

Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Cross Curricular: SMSC

- Work successfully as a member of a group or team.
- Share views and opinions with others, and work towards consensus.
- An understanding of the influences that have shaped their own cultural heritage.
- Show respect for people, living things, property and the environment.
- Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.

Cross Curricular: Reading:

Develop phonic knowledge, structure and vocabulary. Build on comprehension skills.

NC Objectives:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has embedded and readings fluent
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- To discuss favourite parts, words and phrases from a range of extracts.
- To explain the mean of new words that I know and to find out meanings of words that are unknown.
- Explain what is happening in the text and to predict what will happen next.

History NC Objectives

Chronological understanding:

- Can I use the words **past** and **present** correctly?
- Can I sequence a set of events in **chronological order** and give reasons for their order

Knowledge interpretation:

- Can I explain why **Britain** has a **special history** by naming some famous events and some famous people?

Historical Enquiry:

- Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can I appreciate how historical artefacts have helped us understand more about British lives in the past and the present.

Educational Visit:

Great fire of London workshop

Cross Curricular: Music - Copycat rhythms

NC Objectives covered:

- Creatively experiment with different ways to produce and change sound
- Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context
- Understand that texture describes the layers within the music

PSHE:

Teams

NC Objectives:

- To play and work cooperatively
- Listen to other people
- Recognise that my behaviour affects others

Cross Curricular: SMSC

- Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.

Cross Curricular: Computing – Programming

Robot Algorithms

NC Objectives:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.