

<p style="text-align: center;">Mental and Physical Well Being (MPWB) Health & Self Care Moving & Handling Making Relationships Managing Feeling & Behaviour Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Indoor PE : Dance (Link EAD); Multi-skills activities to develop balance, coordination and other movement skills (PE) Perform slow tendus (pointed toe stretches), demi plies (bending the knees), Grand plie in parallel, smooth port de bras (arm movements), balances, rises (feet), travelling (turns, runs, steps, jumps), big and clear gestures, shapes on the floor (D) Dance with clear shaping of the body and accuracy on degree of extension into space, direction and force. (D) Develop spatial awareness throughout the performance of a phrase. (D) Outdoor games : Multiskills including agility, balance, traveling, co-ordination and spatial awareness and applying these in a range of games (PE) Understanding the Christian values of forgiveness and love through the Christmas story (RE) (Link EAD) Celebrating and recognising differences: identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background (PSHE) Reflect on the similarities and differences between genders (RSE) <ul style="list-style-type: none"> Learn that people have things in common but that everyone is unique and explore the idea of fairness for all (PSHE) Recognise and name feeling to express positive statements about themselves and others (PSHE) Learn how to be safe online (PSHE) (Link UW) Manipulate materials by cutting, scoring and assembling to make a Tudor House (fine motor skills) Develop fine motor skills such as pencil grip by handling, stacking materials and mark making Combining movements into routines in Gymnastic (D/M) Play tuned and untuned percussion instruments with control (M) 	<p style="text-align: center;">Year 2 Topic Planner Autumn 2</p> <p style="text-align: center;">PLAGUE! FIRE! FIRE!</p> <p>Topic description: In this topic we will travel back in history to learn about what happened in London in 1665 and 1666.</p> <p>The Big Question: How did the Great Fire of 1666 change London?</p> <p>Key Questions we will consider in this topic are:</p> <ul style="list-style-type: none"> What is History? What was the meaning of ‘A cross on the door’ in 1665? Why was London a city in flames in 1666? Who is Samuel Pepys? <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>History (H)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music <i>Myths and Monsters</i> (M)</td> <td></td> </tr> <tr> <td>Physical Education (PE)</td> <td>Dance (D)</td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE/RSE) Religious Education (RE)</p>	Art (A)	History (H)	Computing (C)	English (E)	French (MFL)	Geography (G)	Maths (Ma)	Music <i>Myths and Monsters</i> (M)		Physical Education (PE)	Dance (D)		<p style="text-align: center;">Understanding the World (UW) The World People and Communities Technology</p> <ul style="list-style-type: none"> Create 3d shapes to build a Tudor House Historical maps of London – ordering maps into date order, comparing London at various stages in history compared to modern day (H) Stories Jesus told which develop Christian values and contain teachings on forgiveness and love: The Lost Son and The Good Samaritan (MPWB) Observing local habitat over time: seasonal changes, sunlight, weather and trees/plants, watching bulbs grow (S) Identify and compare the suitability of different everyday materials for particular uses (eg wooden houses vs stone houses) (S) Find out how the shapes of solid objects can be changed (S) Locating UK on world map and naming countries within UK and their capital cities (G) Locating and naming the seas around the UK (G) Compare old maps of London and learn how London has changed (H, G) Problem Solving: Creating and debugging simple programs and understanding what algorithms are (Link to CL) Understanding how algorithms are used to program digital devices such as BeeBots (C) Use primary and secondary sources to study and ask questions about history (H)(Link CL)
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<p style="text-align: center;">English/ Literacy (Lit) Reading Writing</p> <ul style="list-style-type: none"> Explore and listen to extracts from Samuel Pepys Diary (E) (Link CL) Class reading: extracts from Samuel Pepys diary 1665-1666 (E, H) Identify the language, text level and layout features of diary writing (Link CL) Research and learn facts about The Plague of 1665 Write a diary entry in role of a child in London in 1665 Develop the skills of re-reading, editing and improving Plan, write and edit a short story (Link CL) Apply knowledge of phonics to spell familiar and less familiar words(E) Read a range of stories - A Cross on the Door (Ann Turnbull), The Great Fire - A City in Flames (Ann Turnbull) (Link UW) Organise writing into paragraphs around a theme(E) Understand and use punctuation - capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contractions(E) 	<p style="text-align: center;">Communication and Language (CL) Understanding Listening and Attention Speaking</p> <ul style="list-style-type: none"> To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects (x curricular) Ask interesting and relevant questions about historical events (H) Discuss different genres of writing including diary and recounts(E) Listen to stories(E) Learn and rehearse new vocabulary(E, MFL) Listen to the opinion of others, negotiate, compromise and develop ideas(x curricular) Learn and orally rehearse the language of instructions; act out the steps/stages of mask making; present to an audience; work with others – listening and responding (Link Lit) MFL – Days of week with The Hungry Caterpillar and Christmas vocabulary and songs (MFL) Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocabulary. (M) Understand that music can be used for different purposes e.g. to describe characters in a story. (M) Learn a range of songs, singing games and rhymes (M) 	<p style="text-align: center;">Expressive Arts and Design (EAD) Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Learn about materials used for building in 1666 compared with today (S) Listen and respond to music during a live performance (M) Role play scenes from stories (Link Lit & CL) Create separate movements/poses from a visual or an ideational stimulus with some guidance and link them together. (D) Develop existing movements (taught and self-created), using changes in size, speed and level (big, small, slow, fast, high and low). (D) Perform learned and created movements with basic directions, changes in level, use of correct arms and legs. Dance in time to music (D) Using choreographic devices including; mirroring, unison and stillness. (D) Identify some orchestral instruments and other orchestral features – <i>conductor, composer</i>(M) Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocabulary (M) Move expressively to music (M) Learn a range of songs, singing games and rhymes (M) Play tuned (glocs) and untuned percussion instruments with control (M) Understand that music can be used for different purposes e.g. to describe characters in a story (M) 												
<p>Maths Number – Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 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 Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 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 Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Geometry: identify, describe and sort 2D/3D shapes; identify patterns and sequences; use mathematical vocabulary to describe position, direction and movement. 	<p>Points to consider when planning Opportunities to include philosophy within lessons Opportunities for exploring current affairs Opportunities to develop awareness of environmental issues Characteristics of Effective Learning (Motivation, Thinking, Engagement). Kilmorie Child Qualities</p>	<p>Trips and visit The Barbican Bright Sparks Concert St Paul’s Cathedral – Fire of London</p>												