**Year Group 2 Summer A:**

|  |  |  |
| --- | --- | --- |
| **History**  **As historians we will develop an awareness of the past through the study of The Great Fire of London. We will develop an awareness of people and events within a chronological framework and identify similarities and differences between ways of life in different periods.**  **Knowledge**   * **Where and when did the fire start?** * **Why did it spread so quickly?** * **How did people try to put the fire out?** * **How and when was the fire put out?** * **What happened after the fire was put out?** * **How is the fire service different today than in the 17th Century?** * **How was London different after the fire?**   **Vocabulary**  **17th Century, diary, rebuild, Samuel Pepys, Sir Christopher Wren, Charles II, St Paul’s, Cathedral, thatched roof, Pudding Lane, firehook, Thomas Farynor, diary**  **Skills**   * **To place events beyond living memory on a simple timeline.** * **To order the key events before, during and after the fire.** * **Compare London in the 17th Century to today.** * **To identify ways that the past is represented and discuss reliability of evidence – photos, paintings, stories..** * **Ask simple historical questions using growing historical knowledge** | **Geography**  **As geographers we want to know and remember**  **Knowledge**   * **To locate London (and other UK capitals) on a map.** * **Know that the Thames runs through London (compare with Tyne in Newcastle)** * **To name London landmarks**   **Vocabulary**  **London, landmark, Great Britain, United Kingdom, shop, bakery, river, England, map**  **Skills**   * **Use maps to locate countries and cities (UK and London.)** * **Name, describe and compare familiar places, understand geographical similarities and differences** | **Art and Design**  **As artists we want to know and remember**  **Knowledge**   * **Create a colour wheel of primary and secondary colours** * **Create hot and cold pictures using shades and tints of one hue + black and white** * **Paint a background to represent the Great Fire of London** * **Draw a skyline of London** * **Add detail taking inspiration from David Best’s burning sculpture** * **Artists who painted the Great Fire of London (David Best)**   **Vocabulary**  **Primary colour secondary colour, hue, swatch, colour wheel, pale, dark, tint, tone, thick, thin shade, sketchbook, cityscape, building, warm colours, cool colours**  **Skills**   * **Use sketchbooks to record thoughts and ideas and to experiment with materials.** * **To use artist sources to develop original work.** * **To say how other artists have used colour, pattern and shape.** * **To create different tones using light and dark.** * **To show patterns and texture in their drawings.** * **To further improve skill and control when painting** * **To mix, apply and refine colour mixing for purpose** |
| **Music**  **As musicians we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** | **Topic: The Great Fire of London**  **Question driver:**  **Where and when did the fire start?**  **Why did it spread so quickly?**  **How was the fire put out?**  **What happened after the fire?**  **Project\ purpose:**  **Make a short film for parents** | **PE**  **As sports people we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** | **RE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** | **Design and Technology**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** |
| **Maths**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practise how to (do)**  **Skills** | **Science**  **Knowledge**   * **Seed development and dispersal** * **Bulbs and hydroponics** * **Plant life cycle** * **Bean in a bag experiment/diary** * **Understanding what plants need to be healthy** * **Growing plants in different locations** * **Making egg and cress sandwiches.**   **Vocabulary**  **We want to practise how to (do)**  **Skills**   * **Asking simple questions** * **Making simple predictions** * **Observing closely, using simple equipment** * **Performing simple tests** * **Identifying and classifying** * **Using observations and ideas to suggest answers to questions** * **Gathering and recording data to help in answering questions** | **Literacy**  **As readers the children will develop their love of books; reading with increased fluency, answering questions and making inferences.**  **As authors the children will write simple, coherent narratives about personal experiences and those of others (real or fictional)**  **Knowledge/skills**   * **Read a variety of age related texts with accuracy** * **Quest Tale (based around the story of The Papaya that Spoke)** * **Diary extract -Samuel Peyps**   **Reading/Phonics**   * **Daily phonics (resit x 14)** * **RWI Set 2 Set 3 sounds** * **Alien word practise** * **Developing fluency- Twinkl 60 second reads.** * **Friday Guided Reading (prediction, inference, retrieval, vocabulary, sequencing** * **Through the Fire- Hester Burton** * **The Great Fire of London: 350th Anniversary of the Great Fire of 1666**  **Emma Adams** **Vlad and the Great Fire of London****Kate Cunningham**  **Writing Composition (Talk for Writing)**   * **Developing cohesion within texts- tense, paragraphs, sequencing ideas, spacing between words.** * **Proofread and edit own work**   **Spelling and Grammar**   * **Spelling Bee CEW Y1/2 (3 / 4 )** * **Use a variety of punctuation .,!?** * **Coordinating and subordinating conjunctions** * **Contractions** * **Direct speech** * **suffix/prefix**   **Handwriting**  **Introduce basic joins**  **Continue to develop letters which are correctly formed and sized.**  **Vocabulary**  **Sentence, spaces, capital letter, full stop, punctuation, exclamation mark, question mark, story map, instructions, opening, build up, problem, adverb, resolution, ending, connective, adjective, punctuation, suffixes, join, diagonal, vertical, horizontal edit, corrections.** |
| **We will involve our families in our learning by**  **Seesaw**  **Reading at home**  **My Maths homework**  **Spelling bee - May**  **SATs information sent home - ways to help** | | |
| **The strategies to support our most vulnerable learners are**  **Small set phonic groups**  **2 week maths intervention (JT)**  **SW to work with Flynn - Young Carer**  **SW reading with children who are not reading at home** | | |