



London's Burning

Year 2

Autumn 1



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Science

Living things and their habitats

History

Significant event and person –
Samuel Pepys

Geography

Countries, map work

Design Technology

Structures

PE

Basketball

RE

Christianity: What did Jesus teach?

Computing

Programming: Light Up the Box &
Making My Moves

PSHE

Being me in my world

Science

Living things and their habitats		Term: 1	Year: 2
<p>Foundations of previous learning: ELGS that feed into Science: Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Group using differences, similarities or changes. Remember science words. Use a spider key. Use and add labels to diagrams.</p>	<p>To know what makes something living. To know what makes something non-living. To be able to identify living, dead and non-living things. To know what a habitat is. To know how are living things suited to their own habits. To know what a food chain is.</p>	<p>Living nutrition Dead habitat non-living microhabitat movement adapted making energy adaptation (respiration) conditions sensitivity light growth temperature reproduction water getting rid of waste humidity (excretion) food chain</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Explaining science Classification (See Phil Watkins Assessment boards)</p>	<p>What makes something living? What makes something non-living? Can you identify living, dead and non-living things? What is a habitat? How are living things suited to their own habits? What is a food chain?</p>	

History

Significant event and person – Samuel Pepys	Topic: Great Fire of London	Term: Autumn 1	Year: 2
<p>Foundations of previous learning: To know that it was called the ‘Victorian Era’ (Kings and Queens) – and that eras are named after their monarch. To know who Queen Victoria was. (Link to monarch at the time Charles II) Sequence some events or 2 related objects in order. To know periods of time (BC/AD/prehistoric) To know how to use a basic source to get information</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <i>(Samuel Pepys)</i></p>	<p>Chronological understanding Uses words and phrases such as recently, before, after, now, later. Puts 3 people, events or objects in order using a given scale. Uses past and present when telling others about an event.</p> <p>Knowledge and understanding Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did.</p> <p>Historical interpretation Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p> <p>Historical enquiry Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’</p> <p>Organisation and communication Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.</p>	<p>The fire began in 1666. Know where the fire took place. Know that 1666 was within the Tudor period. List and explain the events and timings of the Great Fire. Know what made the fire spread so quickly. Know how the fire stayed alight for so long. Know Thomas Farynor and his family and their role. Know the changes made after the fire. Know how people found out about the fire. Know about artists and diaries and their role in recording information – Samuel Pepys Reflect on the events and how they influence change.</p>	<p>First, before, after Destroyed Timber Thatched roof Time line Past Present Significant events Decade Tudor Tudor period Civilisation Thomas Farynor King Charles II baker Pudding Lane 1666 smoke fire leather bucket</p> <p>River Thames Maid profiteers flames escape window climbed Samuel Pepys frightened burning wooden buildings Lord Mayor River Thames water squirts fire hooks burned diary</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can sequence 3 events in order using a given scale.</p>	<p>Where did the fire take place? What period of time did the event take place? Who were the significant people involved? What impact has the fire had on today’s society? What happened in the great fire? Why it broke out/main events/results? Sequence the events correctly. Why did the fire spread so far and stay alight for so long? What makes cities safer today? How do we know what happened in the great fire? What is an eye witness? What was the importance of artists in recording the events of the great fire? What have we learnt about the great fire?</p>	

Geography

Countries, map work		Topic: The Great Fire of London	Term: Autumn 1	Year: 2
<p>Foundations of previous learning: In Year 1 the children have learned that the UK is made up of 4 countries and they can name these countries. The children have compared similarities between a coastal region and the area in which they live. They have used simple maps and then applied this knowledge to drawing their own maps during An Island Home, Animals Around the World and Wild Life Garden. Children are able to name simple human and physical features in the local environment and explain changes in the local environment due to seasonal changes.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Knowledge & Understanding Name and locate the capital cities of the United Kingdom and its surrounding seas. Explain how a place has changed over time. Practical Use information texts and the web to gather information about the world's human and physical geography. Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.	Know what the UK landline looks like (shape of the country). Label the seas, which surround the UK. Use an atlas to locate the capital city of England, Scotland, Wales and Ireland. Know the continents of the world and the 5 main oceans.	City Capital Countries Atlas Co-ordinates Maps England Africa Asia Europe North America South America Australia Antarctica	Ireland (Northern) Southern Ireland Scotland Wales London Edinburgh Belfast Cardiff Landmarks Globe Landmarks Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean
	Assessment of Skills	Assessment of Knowledge		
	Name and locate the capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans on a map or globe.	Can you name the countries, which make up the UK and their capital cities. ? Can you locate the countries, which make up the UK on a map? Can you name and locate the capital city of the UK? What are the 7 continents of the world? What are the five main oceans?		

Design Technology

Structures		Topic: Great Fire of London	Year: 2	Term: Autumn 1
Foundations of previous learning: Children will have evaluated their product by discussing how well it worked in relation to the purpose.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
When designing and making, pupils should be taught to: Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Evaluate their ideas and products against design criteria Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable	<u>Plan and communicate ideas</u> Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. <u>Make (technical knowledge)</u> Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use tools safely and appropriately. <u>Evaluate</u> Evaluate against their design criteria. .	Know the purpose of houses. Know the materials they were built from in 1666. Identifying the problems with Tudor Houses. Follow the; analyse, design, make and evaluate process in making their Tudor Houses.	House Support Design Make Tools Suitable Materials Properties Strength Stronger Weaker Modifications Cut Join Appealing Effective	
	Assessment of Skills	Assessment of Knowledge		
	Develop their design ideas through discussion, observation, drawing and modelling Begin to select tools and material using the appropriate vocabulary to describe and name them	Can they reflect on their own product? Can they identify modifications that would be made next time? Can they give a reason for their modifications? Do they amend their design whilst working? Can they name ways they have made their design stronger? Do they use tools appropriately? Can they use correct vocabulary when describing the houses?		

Physical Education

Invasion Games: Basketball	Term: Autumn 1	Year: 2
<p>Foundations of previous learning: Year 1 – Netball Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner’s movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent’s actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show their understanding. To perform as part of a team. <i>Assessment: Move fluently and control a ball during invasion games.</i></p>		
Unit Learning		
NC Objective - Coverage	Skills and Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Jump as high as I can and as far as I can. Can use an underarm action when aiming at a target and overarm action for distance. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Can move to catch or collect a ball Throw a ball in different ways, and decide where to stand to make the game difficult for the other team. Take part in activities and work with others to complete a task.</p>	<p>Health and Fitness Can exercise safely Describe how their body feels</p> <p>Acquiring and developing skills Copy and remember actions Explore actions with control and coordination.</p> <p>Evaluate and improving Talk about differences between what they did and somebody else and how they can improve.</p> <p>Games To stay in a ‘zone’ during a game Know where the best place is to be during a game Can use tactics in a game – attacking and defending Follows rules</p>
Assessment		<p>Jump Court Space Overarm Zone Underarm Defender Collect Attacker Stretch Action Leap Coordination Tactic Balance Rules Exercise Control Catch Healthy Throw Dribble Block Target Bounce pass Net Pass Hoop Foul Backboard Guard Pivot</p>
Show good awareness of others in invasion games, making decisions about when and where to run.		

Religious Education

Topic: Christianity: What did Jesus teach?		Year: 2	Term: Autumn 1	
Foundations of previous learning: To know that Christianity is our main religion in the UK. To understand Jesus role within the religion. To retell some simple stories about Jesus from within the bible.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Is it possible to be kind to everyone all of the time? <ul style="list-style-type: none"> To re-tell Bible stories that show kindness. To explore how this makes Christians behave towards other people. 	Thinking about religion and belief Retell religious, spiritual and moral stories ^[11] Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs Enquiring, investigating and interpreting Recognise that some questions about life are difficult to answer ^[11] Ask questions about their own and others' feelings and experiences ^[11] Identify possible meanings for symbols and other forms of religious expression Beliefs and teachings (what people believe) Retell religious stories and identify some religious beliefs and teachings Practices and lifestyles (what people do) Identify some religious practices, and know that some are characteristic of more than one religion Expression and language (How people express themselves) Suggest meanings in religious symbols, language and stories Identity and experience (Making sense of who we are) Respond sensitively to the experiences and feelings of others, including those with a faith Meaning and purpose (Making sense of life) Realise that some questions that cause people to wonder are difficult to answer Values and commitments (Making sense of right and wrong) Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand what it means to be kind. To understand the importance of being kind to others. To understand that it may not be easy to be kind all of the time. To be able to identify kind actions. To know the Bible story of The Kind Man. To know that Christians believe God helped Jesus to be kind to everyone. To know what 'love your neighbour as yourself' means in every day life. To identify key parts of the bible story that are significant to them. To know the bible story of The Paralysed Man. To understand why Jesus showed kindness to all, even strangers. To know that some Christians set up charities such as Christian aid or Salvation Army to show kindness. To identify some changes they may make to become a better friend.	Bible Jesus Christians Teachings Leaders Stories Kindness Behaviour Moral Values Choice Influences Charity Paralysed	
		Assessment of Skills	Assessment of Knowledge	
		I can tell you when I have been kind to others even when it was difficult. I can say if I think Christians should be kind and give a reason.	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.	

Computing

Light Up the Box & Making My Moves		Topic: Programming	Year: 2	Term: Autumn 1
<p>Foundations of previous learning: Children from Year 1 are be able to...</p> <ul style="list-style-type: none"> • give instructions to my friend and follow their instructions to move around. • describe what happens when I press buttons on a robot. • press the buttons in the correct order to make my robot do what I want. • describe what actions I will need to do to make something happen and begin to use the word algorithm. • begin to predict what will happen for a short sequence of instructions. • begin to use software/apps to create movement and patterns on a screen. • use the word debug when I correct mistakes when I program. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>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</p>	<p>Computer Science: Understand that programs execute by following precise and unambiguous instructions. Understand that objects can be programmed using code to do actions when a key is pressed. Understand that one object can be used to control another object. Can create and debug a simple program.</p>	<p>Light Up the Box To use programming software to make objects move. To give instructions to my friend and physically follow their instructions. To tell you the order I need to do things to make something happen and talk about this as an algorithm. To watch a program execute and spot where it goes wrong so that I can debug it. To give instructions to my friend and physically follow their instructions. To tell you the order I need to do things to make something happen and talk about this as an algorithm. To look at my friend's program and tell you what will happen. To use programming software to make objects move.</p>	<p>Debug Sequences Instructions Robot Programming Program Algorithm Navigate Precise Accurate Sequence Review Algorithm Backward Button Clear Code Distance Execute</p>	<p>Floor robot Forward Go Half turn Instructions Mistake / Error Move Pause / Wait Predict Program Quarter turn / right angle Turn left Turn right Sequence Stop Symbol</p>
	Assessment of Skills/Assessment of Knowledge			
	<p>Light Up the Box Can I execute a program to make Lightbot light up squares? Can I debug my program if it doesn't work? Can I follow a set of instructions? Can I give clear instructions for someone else to follow? Can I talk through an algorithm to solve a problem? Can I navigate several different routes and debug when I make mistakes?</p>			

[PSHE](#)

Being me in my world		Jigsaw	Year: 2	Term: Autumn 1
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class.				
Unit Learning				
Themes (Puzzle pieces)	Outcomes			Vocabulary
Hopes and fears for the year Rights and responsibilities Rewards and consequences Our learning charter Owing our learning charter	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal I recognise when I feel worried and know who to ask for help I understand the rights and responsibilities for being a member of my class and school I recognise when I feel worried and know who to ask for help I understand the rights and responsibilities for being a member of my class I can help to make my class a safe and fair place I can listen to other people and contribute my own ideas about rewards and consequences I can help make my class a safe and fair place I understand how following the Learning Charter will help me and others learn I can work cooperatively I understand how following the Learning Charter will help me and others learn I am choosing to follow the Learning Charter			Worries Hopes Fears Rights Responsibilities Safe Fair Ideas Consequence Actions Praise Reward Consequence Positive Negative Co-operative
	Assessment			
	To listen to other people and contribute my own ideas about rewards and consequences.			