

Geography

The UK (London) and the Local Area

London is where the Great Fire of London started and there also was a fire in the North East within our local area. We will look at how the land use and landscape has changed since the fire, comparing physical and human features from the present and past. Discussing whether fire is friend or foe.

Geography – Geographical Enquiry

Y2 Expected

- a) I can label a diagram or photograph using geographical words.
- b) I can find out about a locality by using different sources of evidence.
- c) I can find out about a locality by asking some relevant questions to someone else.
- d) I can say what I like and don't like about my locality and another locality.

Geography—Physical

Year 2 Expected

- a) I can describe some physical features about my own locality.
- b) I can explain what makes a locality special.
- c) I can describe some places which are not near my school.
- d) I can describe a place outside Europe using geographical words.
- e) I can describe some of the features associated with an island.
- f) I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.

Geography—Human

Year 2 Expected

- a) I can describe some human features of my own locality, such as the jobs people do.

Science

Testing Materials. After seeing the effects of the Great Fires upon the buildings we will investigate the strength of building material (wood, brick, straw). We will sort materials by their properties, we will look at the absorbency of materials of cleaning up after the water was used to put the fire out. To test how to make materials waterproof and linking to a wax relief painting about the Fire of Gateshead and also linked to the waterproof outfits. We will investigate what happens to the particles when some materials are melted using heat and whether this is useful or not to link with fire friend or foe.

Working Scientifically

Year 2 Expected

- a) I can use <see, touch, smell, hear or taste> to help to answer questions.
- b) I can use some scientific words to describe what I have seen and measured.
- c) I can compare several things.
- d) I can carry out a simple fair test.
- e) I can explain why it might not be fair to compare two things.
- f) I can say whether things happened as they expected.
- g) I can suggest how to find things out.
- h) I can use prompts to find things out.
- i) I can organise things into groups.
- j) I can find simple patterns (or associations).
- k) I can identify animals and plants by specific criteria, e.g., lay eggs or not, have feathers or not.
- l) I can use <text, diagrams, pictures, charts, tables> to record my observations.
- m) I can measure using <simple equipment.

Fire; Friend or Foe?
Year 2
Autumn 2

History

Local Enquiry (Great Fire of Gateshead)

There was a fire in Gateshead in 1854, we will use sources of evidence to find out how the fire affected the area and the society, including photos, eye witness accounts, researching significant individuals from the time and creating a memorial for the 53 dead.

Knowledge and Interpretation

Year 2 Expected

- a) I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.
- b) I can explain how my local area was different in the past.
- c) I can recount some interesting facts from an historical event, such as where the Fire of London started.
- d) I can give examples of things that are different in my life from that of my grandparents when they were young

Historical Enquiry

Year 2 Expected

- a) I can find out something about the past by talking to an older person.
- c) I can research the life of a famous Briton from the past using different resources to help
- b) I can answer questions by using a specific source, such as an information book.
- e) I can research the life of someone who used to live in my area using the Internet and other sources to find out about them.

DT

Bread Making as the fire started in a bakery in pudding lane.

Planning and Developing

Y2 Expected

- a) I can think of ideas and plan what to do next.
- b) I can choose the best tools and materials; I can give reasons why they are best.
- c) I can describe my design by using pictures, diagrams, models and words.

English

Key texts:

Beegu (Who is friend and who is foe?)

There's a Dragon in your book (Dragon sets fire to the book, interactive book—create own interactive book)

Great Fire Dogs

Description

Prediction

Letter

Non-Chronological Report

Instructions

Report

Narrative

Mathematics

Addition & subtraction

Money

Multiplication and Division

P.E

Tennis

Y2 Expected

- a) I can use hitting, kicking and/or rolling in a game.
- b) I can stay in a zone during a game.
- c) I can decide where the best place to be is during a game.
- d) I can use one tactic in a game.
- e) I can follow rules.

Acquiring Skills

Y2 Expected

- a) I can copy and remember actions.
- b) I can repeat and explore actions with control and co-ordination.

PSHE

One Life Autumn 2

Y2 Expected

- I know what medicines are.
- I can identify household chemicals.
- I can explain how to be healthy.
- I can identify real vs imaginary hazards.
- I can identify what bullying is and how to prevent it.

MFL

Unit 2 – Je Me Presente

MFL (listening and responding)

Y2 Expected

- a) I understand a range of familiar statements.
- b) I understand a range of familiar questions.

MFL (speaking)

Y2 Expected

- a) I can give short and simple responses to things that I see and hear.
- b) I can name and describe people.
- c) I can name and describe places.
- d) I can name and describe objects.
- e) I can use set phrases.

Computing

Word Processing - we will word process our fire safety booklet for the new children at staff at Toner. This ensures we can be safe when there is a 'fire' to protect ourselves from it safely.

Communicating

Y2 Expected

- a) I can send a reply to messages sent by a safe email partner (within school)
- b) I can word process a piece of text.
- c) I can insert/delete word using the mouse and arrow keys.
- d) I can highlight texts to change its format (bold, underline, italics)

Fire; Friend or Foe?
Year 2
Autumn 2

R.E

Special Times

How and why is light important at Christmas?
Introducing the Christmas story, Christian beliefs and practices associated with Christmas.

Music

Composition - Linking our music to fireworks and the sounds they make and the impact they have. Creating graphic scores using symbols. Learning about songs with a steady pulse linked to war (foe), playing music to listen how it makes us feel (friendly music or foe music). Combine pulse and rhythm to sing London's bridge is falling down, as the Great Fire was in London.

Year 2 Expected

- a) I can order sounds to create a beginning, middle and end.
- b) I can create music in response to different starting points.
- c) I can choose sounds which create an effect.
- d) I can use symbols to represent sounds.
- e) I can make connections between notations and musical sounds.
- f) I can sing/clap a pulse increasing or decreasing in tempo.

Art

Painting, using songs about fireworks to respond to, to use hot colours in the abstract pieces, to respond to the story Vlad and the Great Fire of London using art.

Y2 Expected

- To respond to music through line, colour and shape.
- To investigate and use the visual elements of shape and pattern.
- To investigate and use the visual elements of line colour and space in a painting.
- To construct a surface, discuss what they and what others have done and say what they think and feel about it.