

## Maths

- Consolidation.
- Compare and order numbers to 1000.
- Read and write in words numbers to 1000. Add and subtract using HTU
- Column addition/subtraction.
- 3, 4 x tables.
- X and ÷ missing number problems.  $? \times 2 = 6$ .
- $1/10 = 10$  equal parts.
- Perimeter of 2D shapes.
- 12 hour, 24 hour clocks: digital

## Art and Design / DT / expressive arts

Can make quick line and shape drawings from observation.  
Can apply paint to make a background using wide brushes and other tools.

Can use colour and painting skills to create a picture.  
Can mix colours confidently.

Pen drawings of modern London landmarks.

Observational drawings of Tudor houses.

Silhouette of Tudor London with a burning sky in the background.

\*Tudor carts: \*Creating products using wheels.  
(MECHANICS), \*Measure, cut & join materials.  
(MATERIALS)

\* Can create products using levers, wheels and winding mechanisms (Carts for transporting water from the river.)

## Medium Term Planning Summer Term 2 Year 2

## Great Fire of London Term 6

PE  
See PE file for  
modules.

## PSED

Being resilient,(CV-Perseverance) never giving up,  
trying hard - all characteristics of good learners.  
Through circle time and all we do in every lesson (The  
4 b's - independent learning)  
Transition to year 3

## RE and British Values

I can find out about Jesus and listen to stories from the Bible.  
I can share my own beliefs and what is important to me  
I can find out about what other people value  
I can express my values and learn about British values (link to  
Leavers' Service.)  
I can find out about the local church

## Computing/music

Technology in our lives, Use the internet safely.  
Record and playback own music,  
create own music from software.

## English /Literacy

### Reading

To regard reading as a pleasurable activity

To work out the sense of a sentence by re reading or reading ahead. To focus on meaning derived from text as a whole. To use their knowledge of book conventions structure, sequence and presentational devices. To draw on their background knowledge and understanding of the content. To identify and describe characters, events and settings in fiction. To use their knowledge of sequence and story language when they are retelling stories and predicting events. To express preferences giving reasons. To determine the differences between fiction and non fiction. To read and recite poems.

To share favourite words and phrases and clarifies the meaning through discussion  
To discuss what they have read.

Asks and answers questions based on inference.

Phonics and spelling - Suffixes, tenses, plurals, grammar, terminology (nouns, verbs, adjectives, adverbs.) see separate plan

### Writing

To write chronological reports - a report / booklet about the Great Fire of London.

To use imaginative description - write a diary extract from Samuel Pepys Diary (Great Fire of London)

To write with an awareness of the audience - Newspaper report about The Great Fire of London.

To spell correctly - see letters and sounds planning. To use cursive writing throughout.

To use punctuation accurately.

To write for different purposes (instructions, lists, captions, recounts, non chronological report, explanation text)

To assemble information, using headings and subheadings.-

To understand grammatical terminology in the English PoS for KS1

Proof read/draft own writing.

To write grammatically accurate sentences

To write sentences dictated by the teacher that includes GPC and common exception words.

To spell most common exception words

## History/Geography :

To recognize significant people from history: Samuel Pepys, King Charles II,  
Changes within living memory: London and how its changed.  
Identify our capital city and talk about its characteristics.

## Science: 1. Materials/2. Forces/ 3. Biology

1. Can name and identify a variety of everyday materials including wood, plastic, glass, metal, water and rock.

Compare and group a variety of materials using simple physical properties.

Find out how some materials can be changed by squashing, bending, twisting and stretching.

2. Notice, describe and compare how things move.  
(Faster/slower.)

3. Observe changes in seasonal weathers

To identify and name a variety of common plants, garden, wild, trees and those classified as deciduous and evergreen

Observe and describe growth and conditions for growth. (Growing plants investigation).

<p><b><u>Week 1</u></b>  <b><u>Introduction to topic</u></b>          What do you already know about the Great Fire?          Samuel Pepys: Fact file          Drawing tudor buildings.          SWIMMING          Moderation</p>	<p><b><u>Week 2</u></b>          Samuel Pepy's Diary extract.          Paint burning sky, Silhouette of old London.  <b>Begin Growing investigation.</b>  <b>SWIMMING</b>    <b>Parent consultations</b></p>	<p><b><u>Week 3</u></b>          Factual booklets (chronological report about the Great Fire/Glossary.)  <b>Growing 2</b>  <u>SUMMER PARK VISIT.</u>            Baptism and prayer. →  <b>SWIMMING</b></p>	<p><b><u>Week 4:</u></b>          Fire poem.    <b>Growing 3.</b>    <b>SPORTS DAY</b>  <b>Start YEAR 2 LEAVERS REHEARSALS.</b></p>
<p><b><u>Week 5 (INSET)</u></b>          Newspaper report about the Great Fire.  <b>VISIT TOLLGATE</b>  <b>Growing 4.</b></p>	<p><b><u>Week 6</u></b>  <b>CONCERTS WEEK</b>          The Plague.  <b>School reports out</b></p>	<p><b><u>Week 7</u></b>  <b><u>Year 2 parents induction meeting (Weds)</u></b>    <b><u>Year 2 Leavers disco Thursday 19<sup>th</sup></u></b></p>	