

Year 2: London's Burning

1. Key Vocabulary

English — unusual, bewildered, filthy, joyful, brief, ferocious, startled, relieved, frightened, encouraged

Maths — Multiply, commutative, times, solve, operation, centimetre, distance, litre, gram, scales

Science — constant, variables, appropriate, fair test, chemistry, waterproof, examine, discuss, compare, purpose, solid, organise,

Humanities — Aristocracy, King, Queen, Monarch, Monarchy, urban, baker, Stuart, Town Planner, plague, Mayor, compass, route, map symbols, key, atlas, aerial view, physical features, human features, sketch map, Ordnance Survey

RE — Sukkoth, Passover, Hanukkah, Purim, harvest, persecution, symbols, Easter, Last Supper, Resurrection, Maundy Thursday, Good Friday

PSHE — normal, institute, risk, journal, institution, cultural journal, minorities, civil, radical, draft, lecture, fees.

Art — shade, hue, tertiary, warm, cool, motion, secondary colours, mood, foreground, background, line, excitement

DT — wood, timber, recyclable, flammable, ignite, front, labour, free-standing, strength, common, regular, improved

Spanish — ¿cuántos años tienes?, Tengo, números, días de la semana, meses del año, mi cumpleaños, estaciones, la manzana, el plátano, la pina, la fresa, el limón, la pera, la naranja

Computing — attachment, BCC, CC, blind carbon copy, carbon copy, document, extract, snapshot, contrast, aspect ratio, digital photography, exposure

Music — volume, pitch, crescendo, decrescendo, stave, treble clef, time signature, pitch, melody, rhythm, parts, together, awareness, solo, writing, intensity

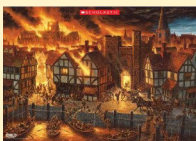
3. English

Anansi and the Sky God is a fable from Ghana. Fables are stories that feature animals used to teach morals and life lessons.

While focusing on grammar, we will learn about verbs, adverbs, nouns and adjectives. We will find out how to make our sentences more exciting by the use of expanded noun phrases. We will use the story as a model to write our own.

A non-chronological report is a non-fiction that is not written in time order. We will be linking this learning to the Great Fire of London. We will identify and use the key features of headings, subheadings, caption, introduction and conclusion.

Poems are written in short lines and verses and express an opinion, idea or emotion. Senses poems will develop the use of adjectives and we will be using these to write a poem about the Great Fire of London.



2. Curriculum Knowledge

- To be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- To write for different purposes (narrative, poem, non-chronological report).
- To use a range of strategies including phonics knowledge to decode unfamiliar words.
- To be able to solve problems with multiplication and division.
- To compare a place or event over a period of time and explain the impact of key events.
- To use a range of sources to research and form an opinion about historical events and people from the past.
- To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass etc. for particular uses.
- To find out how the shapes of solid objects from some materials can be changed by squashing, bending, twisting and stretching.
- To use observations and ideas to suggest answers to questions.
- To explore the aesthetics of 17th century architecture
- To experiment with a range of construction methods
- To design my C17 Tudor house
- To begin to form the basic structure of my C17 house
- To complete my construction of a C17 Tudor house



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	We will be creating baked goods following research on Thomas Farriner's	We will use talk for writing to develop our own versions for traditional tales.	We will have a visit from the local fire brigade talking about how to be safe in	We will discuss the possibilities available within the emergency services.	We will look at areas of the world that have been affected by fires and how we can reduce global

4. Maths

This term we will be learning about money. We will add coins beyond £1 and begin to use notes. We will investigate different ways to make the same amount and learn how to calculate change. We will apply our knowledge to solve 1 step and 2 step worded problems.



During our unit on multiplication and division we will learn to make equal groups. We will solve multiplication and division number sentences using arrays and blank number lines. We will multiply by 2, 5, 10 and 3 and learn that multiplication is the inverse of division.

During work on measure we will compare and order length, weight, capacity and temperature. We will identify the correct equipment needed and the units of measure used.



MULTIPLICATION
DIVISION

5. Science

This term children will be studying Chemistry! They will have the opportunity to identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick etc.

The children will look closely at the difference between man-made and natural materials. We will also be exploring where materials come from.



The children will also learn about how materials can be changed in different ways. For example they can be: squashed, bended and twisted.

Investigations will be planned and completed to test everyday materials and their uses.

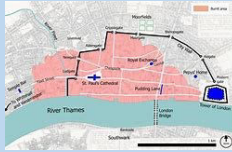


The children will look more closely at various key figures- Lonnie G Johnson who is an inventor who worked for NASA and invented the super soaker water pistol. Noah McVicker invented playdoh. Noah was originally trying to invent a wallpaper cleaner.

6. History/ Geography

This term, our topic will be about the 'Great Fire of London'.

We will focus on how the fire started in Thomas Farriner's bakery on Pudding Lane and how far it spread. We will also learn about individuals who lived at that time and the roles they played during the fire.



We will use a range of historical sources to learn about key historical events such as eye witness accounts from Samuel Pepys.



We will also look at how the Great Fire of London brought about a number of significant changes to the city including The Fire Brigade, the geography of London and building regulations.

In Geography we will look at a range of maps and focus on the symbols and keys on maps. We will also build upon our learning about directional language and compass points.

We will also use maps to identify and plot significant changes to the layout of a city.



10. Spanish

Children will be revising numbers 1-10 and then using this knowledge to say how old they are in Spanish.

We will be revising feelings and emotions

Children will be learning the days of the week and months of the year in Spanish.

Children will be learning to say the names of fruits and vegetables in Spanish. Relating colour to describe fruit and vegetables. To count the amount out fruit and vegetables. Looking at the correct articles for the nouns.



DAYS OF THE WEEK

DOMINGO

LUNES

MARTES

MIERCOLES

JUEVES

VIERNES

SABADO

7. RE

In Spring 1, we will be exploring festivals of the Jewish faith. We will use this as an opportunity to explore how festivals shape young Jews about their faith and their relationship with God.



In Spring 2 we will be exploring different symbols which can be found within the religion of Christianity before focusing on Easter. During our look at Easter we will discuss why it is celebrated, how it is celebrated and the significance of symbols related to it.



8. PSHE

Our focus this term will be about staying safe over a range of situations such as road safety, fire safety and internet safety. We will also be identifying and assessing risk to help keep us safe.

We will also begin to develop children's understanding of monetary value and the importance of spending and saving wisely.



9. Art/ DT

In Spring 1 this term we will be using the work of Lynda Goldberg for inspiration! Children will create prints inspired by the Great Fire of London. They will create their own printing stamps to print buildings in the foreground and mix a range of colours to reflect fire as well as use their knowledge of 2D shapes to form their background.

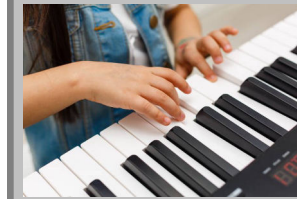


In DT we will be using junk modelling to create a Tudor house. We will look at components of a model that can be joined in different ways including sticking, slotting and folding.



12. Music

This term we will be learning an instrumental piece and how to play simple rhythmic patterns on an instrument, making connections between notations and musical sounds.

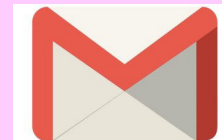


11. Computing

This term we will be learning about emails.

The children will learn how to write an email and add attachments to emails. They will be collecting data and formatting data to send in an email

We will also be learning how to take photographs and explore what makes a good photograph.



13. PE

This term we will be learning how to move with control and sequence a range of movements.

Children will link these movements both on the floor and on a range of apparatus. They will learn to balance, roll and jump safely. They will perform to their peers and evaluate their routine.



Year Group: Preschool

Topic: Magical Journeys

1. Key Vocabulary

Personal, Social and Emotional Development:

Fun — We will play and have fun

Happy, Sad, Smile— We will express our Emotions Verbally and through gestures

Family — We will talk about who lives with us

Communication, Language & Literacy

Look — We will look and observe what we see

Book — We will listen to stories, look at pictures and words in a book

Near, It, At — We will be near each other sitting, play together at different activities

Physical Development

Driver, Ride — We will look at different peoples profession and support children to expand on their use of motor skills

Coat — Support children to be independent in dressing

Fly, swim —Put your arms out and fly like aeroplane, Lets swim like a fish

Literacy

Books, songs, sounds, write — We will support children to make marks, look at books, sing songs and make sounds through music

Mathematics

Shape, Heart, Circle, Square Star — We will look at different shapes we see in the environment

Understanding of The World

Show — We will point to what we see in the environment

Sun — We will talk about day and night and the weather

Train — Look at what we can travel with around the world

Water — Importance of water in our daily life

Fish — Where do they live

Expressive Art & Design

White, Black, Grey— We will look at the different colours

Mix — We will do Science experiment of mixing colours

Need — We will explain the different tools we need to make different arts and crafts

2. Curriculum Knowledge

Our topic this term is “Magical Journeys”, children will be learning about different types of transport we can use to travel to different places within the country and around the world and gain the basic understanding of road safety, road signs and how to be safe when we are travelling around our environment. We will also be looking at different structures and historical buildings seen around the world.

We will be focusing on the three prime areas of the EYFS curriculum and support the children to learn and develop through play using the Characteristics of effective teaching and learning. Children will be supported to develop their confidence and self-esteem to be able to explore the new environment around them and build relationships with their peers and adults along with supporting children to expand on their vocabularies.

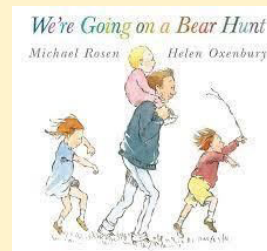
We will also have strong focus on supporting children’s Physical Development, enabling them to be more independent when eating and drinking, using different tools and beginning to use the toilet/potty independently. We will also develop their independence in dressing and undressing by themselves and have an understanding of personal hygiene.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Create different transports	Using simple sentences	Being Independent	Build relationships with our peers and	Structures, Shapes and buildings

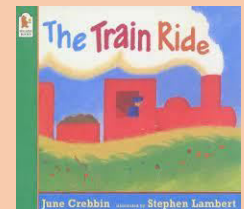
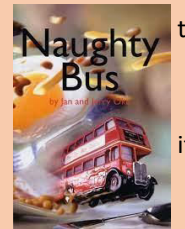
3. Communication and Language

- Children will enjoy singing and understand simple instructions like “give to nanny” or “stop”.
- Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
- Encouraging children to use their own words and express their thoughts, one to one and in small groups verbally and through gestures
- beginning to put two or three words together:



4. PSED

- Children will be supported to be able to talk about and manage their emotions in more elaborated ways: “I’m sad because...” or “I love when ...”.
- Children will be encouraged to join in and play with their peers and on their own in a variety of turn-taking games and activities with their peers
- Children will be supported to be independent in choosing and participating in activities, using the toilet/potty and dressing

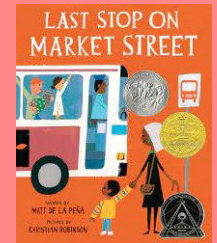


5. PD

- Children will be supported to be independent in eating and drinking by giving them access to explore and play with different tools such as mark making tools, cup, jugs and spoons to build on their motor skills.
- Children will be given opportunity to explore indoors and outdoors through free flow play to build on their fine and gross motor skills
- Children will be given the opportunity to be able to catch, kick and throw ball, fit them selves into spaces by providing them with different types of boxes, crates and tunnels
- Children will be supported to dress them themselves through role play and allow them to dress their own clothing such as coat, shoes etc. with support from the adult
- Children will be supported to build on their hand and eye coordination by using different types of construction building blocks to build and balance

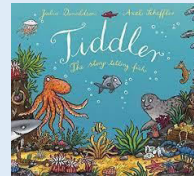
6. Mathematics

- We will be learning about numbers through actions, finger rhymes with numbers and games
- Adults will model counting to ten in order and encourage repetition
- At snack time, children will be encouraged to use the language of quantity such as 'lot's, 'more' and 'all gone'
- Complete inset puzzles.
- Say one number for each item in order: 1,2,3,4,5.



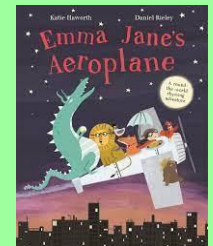
7. Literacy

- Children will begin to explore early mark-making through sensory experiences such as making marks in dry sand, playdough, paint, soil, water and other sensory items
- Children will begin to have their own favourite books and rhymes through use of repetition, free access to books and mark making tools
- Children will be supported to repeat words and phrases from familiar stories through our daily story time
- Sing songs and say rhymes independently, for example, singing whilst playing through adult role modelling



8. Understanding the World

- Children will look at different types of vehicles we travel with around our environment and the world
- Children will have basic understanding on different occupations through role play activities
- Children will begin to explore natural materials indoors and outdoors and talk about what they see using wider vocabularies



9. Expressive Art and Design

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Children will have free access to the music area with different instruments to make sounds and play different ways, dance and move to music
- Children will have access to a wide range of mark making materials to explore using their fingers, body and other tools
- Children will have access to a variety of role play items to extend on their imagination to pretend play

