



London's Burning- Year 2 Term 1.2 - 2019-20

History– Great Fire of London	D&T– 3D Models	Art - GFL art work in the style of Yvonne Coomber
<ul style="list-style-type: none">events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<ul style="list-style-type: none">Design - design purposeful, functional, appealing products for themselves and other users based on design criteria <ul style="list-style-type: none">generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyMake—select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <ul style="list-style-type: none">select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristicsEvaluate—explore and evaluate a range of existing products <ul style="list-style-type: none">evaluate their ideas and products against design criteriaTechnical knowledge—build structures, exploring how they can be made stronger, stiffer and more stable <ul style="list-style-type: none">explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Computing— Turtle Logo	Music	RE– Celebrations
<ul style="list-style-type: none">understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructionscreate and debug simple programsuse logical reasoning to predict the behaviour of simple programsuse technology purposefully to create, organise, store, manipulate and retrieve digital contentrecognise common uses of information technology beyond schooluse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	<ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musically	<ul style="list-style-type: none">time they celebrate and explain simply what celebration means (A1). <ul style="list-style-type: none">Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).<ul style="list-style-type: none">Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). <ul style="list-style-type: none">Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)
English– RWI		Maths
<ul style="list-style-type: none">Cross curricular WritingDiaries– Samuel PepysRecounts– Historical recountsStory mapping– timeline/eventsBonfire Poetry	<ul style="list-style-type: none">Money and measuresFractionsDistanceLengthTime	
SMSC/ Enrichment		British Values
<ul style="list-style-type: none">Assembly themes - Cultural/SEAL/ClassEncourage children to take responsibility for their behaviourReflection within lessons on progress/learning/next stepsNativityGreat Fire of London Visitor– 26th November		<ul style="list-style-type: none">To talk and write about their opinions and explain their viewsTo care about other people's feelings and try to see things from their point of viewTo reflect on spiritual, moral, social and cultural issuesTo appreciate the range of national, regional, religious and ethnic identities in the United KingdomTo think about people with different values and customsTo think about the lives of people living in other places and times