


Year 2 – Autumn 2 The Great Fire of London

English	Maths	Art
To independently use a capital letter at the start of each sentence.	To recognise 2-D and 3-D shapes.	To create a print using rolling, rubbing and stamping.
To independently use a full stop at the end of each sentence.	To count sides on 2-D shapes.	PE
To use question marks independently.	To count vertices on 2-D shapes.	In this unit, the children will develop and apply their jumping and landing and seated balance
To use adjectives to write a descriptive story.	To draw 2-D shapes.	PSHE
To use connectives to join clauses.	To recognise lines of symmetry.	Healthy bodies, healthy minds: Ways to stay healthy
To begin to use commas with support.	To count faces on 3-D shapes.	RE
To use expanded noun phrases.	To count edges on 3-D shapes.	What can we learn from sacred books?
To retrieve key information from a text.	To count vertices on 3-D shapes.	Computing
To make plausible predictions about a text.	To sort 2-D and 3-D shapes.	Robot algorithms (describing routes).
	To make patterns with 2-D and 3-D shapes.	Music
		Rehearsing songs linked to our topic (London's Burning). We will also be learning Christmas songs.



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Science

History/Geography

Main scientific skill taught in this topic:

Compare two versions of the Great Fire of London.

Using their observations and ideas to suggest answers to questions.

Speculate what caused the Great Fire of London.

Objectives:

Understand the significance of Guy Fawkes.

To notice that animals, including humans, have offspring which grow into adults.

Compare Great Fire of London equipment to fire engines today.

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Use sources to describe the difference between London during the great fire of London and now.

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Locate London on a map.

Our scientific questions are:

Use photographs to recognise key landmarks in London.

Do older children always have bigger hands than younger children?
How does exercise affect your body?

Compare London and Warwick using maps.

Use geographical language such as town, city and capital.