**Year Group 2 Summer A:**

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| **History****As historians we will develop an awareness of the past through the study of The Great Fire of London. We will develop an awareness of people and events within a chronological framework and identify similarities and differences between ways of life in different periods.****Knowledge*** **Where and when did the fire start?**
* **Why did it spread so quickly?**
* **How did people try to put the fire out?**
* **How and when was the fire put out?**
* **What happened after the fire was put out?**
* **How is the fire service different today than in the 17th Century?**
* **How was London different after the fire?**

**Vocabulary****17th Century, diary, rebuild, Samuel Pepys, Sir Christopher Wren, Charles II, St Paul’s, Cathedral, thatched roof, Pudding Lane, firehook, Thomas Farynor, diary****Skills*** **To place events beyond living memory on a simple timeline.**
* **To order the key events before, during and after the fire.**
* **Compare London in the 17th Century to today.**
* **To identify ways that the past is represented and discuss reliability of evidence – photos, paintings, stories..**
* **Ask simple historical questions using growing historical knowledge**
 | **Geography****As geographers we want to know and remember****Knowledge*** **To locate London (and other UK capitals) on a map.**
* **Know that the Thames runs through London (compare with Tyne in Newcastle)**
* **To name London landmarks**

**Vocabulary****London, landmark, Great Britain, United Kingdom, shop, bakery, river, England, map****Skills*** **Use maps to locate countries and cities (UK and London.)**
* **Name, describe and compare familiar places, understand geographical similarities and differences**
 | **Art and Design****As artists we want to know and remember****Knowledge*** **Create a colour wheel of primary and secondary colours**
* **Create hot and cold pictures using shades and tints of one hue + black and white**
* **Paint a background to represent the Great Fire of London**
* **Draw a skyline of London**
* **Add detail taking inspiration from David Best’s burning sculpture**
* **Artists who painted the Great Fire of London (David Best)**

**Vocabulary****Primary colour secondary colour, hue, swatch, colour wheel, pale, dark, tint, tone, thick, thin shade, sketchbook, cityscape, building, warm colours, cool colours****Skills*** **Use sketchbooks to record thoughts and ideas and to experiment with materials.**
* **To use artist sources to develop original work.**
* **To say how other artists have used colour, pattern and shape.**
* **To create different tones using light and dark.**
* **To show patterns and texture in their drawings.**
* **To further improve skill and control when painting**
* **To mix, apply and refine colour mixing for purpose**
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| **Music****As musicians we want to know and remember****Knowledge****Vocabulary****We want to practise how to (do)****Skills** | **Topic: The Great Fire of London****Question driver:****Where and when did the fire start?****Why did it spread so quickly?****How was the fire put out?****What happened after the fire?****Project\ purpose:****Make a short film for parents**  | **PE****As sports people we want to know and remember****Knowledge****Vocabulary****We want to practise how to (do)****Skills** |
| **PSHCE****As citizens of our community and the wider world we want to know and remember****Knowledge****Vocabulary****We want to practise how to (do)****Skills** | **RE****As citizens of our community and the wider world we want to know and remember****Knowledge****Vocabulary****We want to practise how to (do)****Skills** | **Design and Technology****Knowledge****Vocabulary****We want to practise how to (do)****Skills** |
| **Maths****As citizens of our community and the wider world we want to know and remember****Knowledge****Vocabulary****We want to practise how to (do)****Skills** | **Science****Knowledge*** **Seed development and dispersal**
* **Bulbs and hydroponics**
* **Plant life cycle**
* **Bean in a bag experiment/diary**
* **Understanding what plants need to be healthy**
* **Growing plants in different locations**
* **Making egg and cress sandwiches.**

**Vocabulary****We want to practise how to (do)****Skills*** **Asking simple questions**
* **Making simple predictions**
* **Observing closely, using simple equipment**
* **Performing simple tests**
* **Identifying and classifying**
* **Using observations and ideas to suggest answers to questions**
* **Gathering and recording data to help in answering questions**
 | **Literacy****As readers the children will develop their love of books; reading with increased fluency, answering questions and making inferences.** **As authors the children will write simple, coherent narratives about personal experiences and those of others (real or fictional)** **Knowledge/skills*** **Read a variety of age related texts with accuracy**
* **Quest Tale (based around the story of The Papaya that Spoke)**
* **Diary extract -Samuel Peyps**

**Reading/Phonics*** **Daily phonics (resit x 14)**
* **RWI Set 2 Set 3 sounds**
* **Alien word practise**
* **Developing fluency- Twinkl 60 second reads.**
* **Friday Guided Reading (prediction, inference, retrieval, vocabulary, sequencing**
* **Through the Fire- Hester Burton**
* **The Great Fire of London: 350th Anniversary of the Great Fire of 1666**

**Emma Adams** **Vlad and the Great Fire of London****Kate Cunningham** **Writing Composition (Talk for Writing)*** **Developing cohesion within texts- tense, paragraphs, sequencing ideas, spacing between words.**
* **Proofread and edit own work**

**Spelling and Grammar*** **Spelling Bee CEW Y1/2 (3 / 4 )**
* **Use a variety of punctuation .,!?**
* **Coordinating and subordinating conjunctions**
* **Contractions**
* **Direct speech**
* **suffix/prefix**

**Handwriting****Introduce basic joins****Continue to develop letters which are correctly formed and sized.****Vocabulary****Sentence, spaces, capital letter, full stop, punctuation, exclamation mark, question mark, story map, instructions, opening, build up, problem, adverb, resolution, ending, connective, adjective, punctuation, suffixes, join, diagonal, vertical, horizontal edit, corrections.** |
| **We will involve our families in our learning by****Seesaw****Reading at home****My Maths homework****Spelling bee - May****SATs information sent home - ways to help** |
| **The strategies to support our most vulnerable learners are****Small set phonic groups****2 week maths intervention (JT)****SW to work with Flynn - Young Carer****SW reading with children who are not reading at home** |