

## Year 2 – Topic Overview – GFOL Autumn Term 2

### Medium term plan- Autumn 2 – Great Fire of London







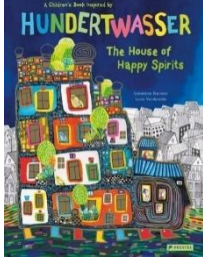
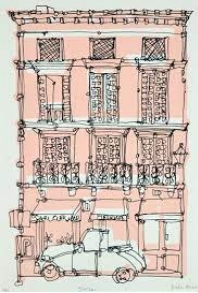

Continuous provision challenges whole class

	Week 1 w/c 31/10 5 <sup>th</sup> Nov firework night	Week 2 w/c 7/11 Parents Evening Mr Arter – India Remembrance Day Children In Need	Week 3 w/c 14/11 Fire Fighters visit Odd Socks Antibullying	Week 4 w/c 21/11 Visit Birds Bakery	Week 5 w/c 28/11 Panto	Week 6 w/c 5/12 Fire Safety Talk	Week 7 w/c 12/12 Flu vaccinations	Week 8 w/c 19/12  Xmas Party INSET – Thur 22 DEC Break up 21 Dec
<b>Wow</b>	<b>HOOK – Time Capsule – cheese, feather pen, map, letter, bread.</b> <b>Padlet: Here is the GFOL Padlet for this topic: <a href="https://padlet.com/aharker4/80ls8vd19aoumpih">https://padlet.com/aharker4/80ls8vd19aoumpih</a></b> <b>It includes videos, songs, radio, activities, games, arts activities, book</b>							
<b>Maths Y1</b>	Addition and Subtraction			Geometry – properties of shape		Numbers to 20		
<b>Maths Y2</b>		Unit 4: Money (9 lessons)	Unit 5: Multiplication and Division (9 lessons)	Unit 6: Book B Multiplication and Division(2) (9 lessons)	Unit 7: Statistics (7 lessons)	Unit 8: Length and Height (5 lessons)	Unit 9: Properties of Shape (12 lessons)	Unit 10: Fractions (14 lessons)
<b>English</b>	Chn to speak about the man in the in the picture. Who is Guy Fawkes? Chn to write bullet points.  Introduce the GFOL, Time capsule - hook. *Recount – What did you find? List the items in the box.	Facts about the Great Fire of London. Inference- speech bubbles of characters thoughts. Vocabulary building synonyms (eg big, humongous). Learn songs about the GFOL. Remembrance Daycollaborative Poems	Sequence the events of the fire. *write captions of the most important events  Write a chronological report of the events of the fire. Time connectives- first, then next.	Recount of the Great Fire of London - narrative. vocab building	Hot seating witnesses of the fire Drama- act out the news report. Look at features of a newspaper Sentence starters for newspaper report.	Newspaper report Facts about the fire. What did happen in 1666	Newspaper report What did happen in 1666	Letter to Santa (commas in list focus) *Post card from the Elf to Santa about what the mischief he has been up to

<b>Letters &amp; Sounds Y1</b>	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	/oa/ o go /igh/ i tiger /ai/ a paper  /ee/ e he	/ai/ a-e shae /igh/ i-e time /oa/ o-e home  /oo/ /yoo/ u-e rude cute	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield  /or/ aw claw	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea  /oo/ /yoo/ ew u-e u ue	Assessment week  Revisit and Revise		
<b>Letters &amp; Sounds Y2</b>	'wr' saying /r/	'le' saying /l/	Adding -er and -est to words ending in 'y'	'e' saying /l/	'al' and 'il' saying /l/	Adding -ed and -er to words ending in e	Revisit and Revise	Revisit and Revise
<b>Handwriting Year1</b>	k,r	c,o	a, d	g,q	e, s	f,x,z	Revisit and Revise	Revisit and Revise
<b>Handwriting Year 2</b>	EFGH	IJKL	MNOP	QRST	UVWX	YZ	Revisit and Revise	Revisit and Revise
<b>SPaG Y2</b>	Adjectives	Compound Words	Adjectives with -er and -est	Subordination	Statements and Exclamations	Assess and Review	Revisit and Revise	Revisit and Revise
<b>Spelling s Y1</b>	Their, people oh your	Mr, ms, mrs, ask	Could, would, should, our	House, mouse, water, want		Assess and Review	Revisit and Revise	Revisit and Revise
<b>Spelling s Y2</b>	fast, last, past, grass, pass	plant, path, bath, hour, door	move, prove, improve, sure, sugar	eye, could, should, would, who	whole, any, many, clothes, busy	people, water, half, money, Christmas	Revisit and Revise	Revisit and Revise

<p><b>Time for us/ Health and Relationships Y2</b></p>	<p>→ I know why it is important to spend time with my family.</p> <p>→ I know that every family is different.</p> <p>→ I know that marriage is important.</p> <p>I know who to ask for help if I am unhappy.</p> <p>Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book and extending this to how this relates to families and humans (e.g. single parent families, same sex parents, blended families, extended families)</p> <p>Discuss and explain why some people decide to get married/civil partnership - (man &amp; wife, same sex couples).</p> <p>Discuss – some people decide to get married and they feel it is important to them and their families.</p>	<p>Anti – Bullying Week</p> <p><u>Year 1</u></p> <p>→ I know what bullying is and isn't.</p> <p>→ I know that bullying is wrong.</p> <p>Anti- bullying week to explore; 'What makes a good friend? What is bullying? How to make others feel happy,'</p> <p>Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p> <p><u>Year 2</u></p> <p>→ I know that friends should make me feel happy.</p> <p>→ I know how to be a good friend.</p> <p>→ I know that I should never make others feel unhappy.</p> <p>I know who to ask for help if friends make me feel unhappy.</p> <p>Anti- bullying week to explore and explain; 'What makes a good friend and why? What is bullying? How to make others feel happy and why this is important,'</p> <p>Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p> <p>Speak Out/Stay Safe</p> <p>Use the Mood Monsters to <b>identify and explain</b> different feelings e.g. "I am blue, I am feeling sad because.....I can do ... to make me happy"</p> <p>Make reference to 'kind feet, hands, words.'</p> <p>R-Time – 2.02, 2.04</p>	<p>→ I know that everyone is different.</p> <p>→ I know what good manners are.</p> <p>R-Time - Good manners addressed through weekly R-Time sessions and embedded every day.</p> <p>R-Time – 2.01</p>		
<p><b>Time for us/ Health and</b></p>	<p>Speak Out/ Stay Safe</p> <p>Use the Mood Monsters to <b>identify</b> different feelings e.g. "I am blue, I am feeling sad because."</p> <p>NSPCC 'Pants song' – Pantasaurus. Follow KS1 lesson plan on NSPCC website.</p> <p>Watch the PANTS presentation as a class.</p>	<p>Anti- bullying week to explore; 'What makes a good friend? What is bullying? How to</p>	<p>Re-visit - Helping hands – for the children to identify people who will help them, make them</p>	<p>Explore – What is the meaning of RESPECT?</p> <p><b>I know how to respect others.</b></p>	

<b>Relationships</b> <b>Y1</b> PSHE	Refer to 'kind feet, hands, words.' R-Time – 1.25 <i>I know how to be a good friend. I know that everyone is different. I know that friends should make me feel happy. I know about the NSPCC 'pants' rule.</i>		make others feel happy,' Posters linked to emotions <i>I know that I should never make others feel unhappy. I know what bullying is and isn't. I know that bullying is wrong.</i>	feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands) <i>I know who to ask for help if friends make me feel unhappy.</i>	Puppet role play exploring manners. <i>I know what good manners are.</i>
<b>Science</b> <b>Y1</b>	Compare and group together a variety of everyday materials on the basis of their simple physical properties		TAPS Assessment – Reflectiveness Test		
<b>Science</b> <b>Y2</b>	Zoom in Zoom Out – Bonkers Bubbles (bread) <b>Odd One Out – Write Away RECORD</b>	→ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Wood, straw, mud, brick, cement, glass, plastic GFOL – What were the houses made out of in 1666? What are houses made of now? What are the similarities/differences? What material is more suitable and why? What materials are more flammable and why? Local Fire Brigade Visit – discuss the fire engine, suitable/non-suitable materials. Odd One Out – Unusual Houses Odd One Out – Through the looking glass Odd One Out – Gear Up	TAPS Assessment – Rocket Mice Explanation Odd One Out – Functional Footwear		Zoom in Zoom Out – Cosy Comfort
<b>Reach Out Reporter – RECORD WEEK 6</b>					
<b>Computing</b>	Algorithms: → I understand what algorithms are. → I know algorithms are implemented as programmes on digital devices.	Children will programme the BeeBot to check instructions. They will rectify and debug any mistakes (Route to Birds). Children will make a prediction based on their instructions and share with a friend. Programmes:	Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - 'Technology Zone' Using technology:		

	<p>→ I know that programs execute by following precise and unambiguous instructions.</p>	<p>→ I can create and debug simple programs. I can use logical reasoning to predict the behaviour of simple programs</p>	<p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.)</p>					
<p><b>Art</b></p>	<p>Use chalk to add fire/ light to silhouette buildings of the Great Fire of London Look at how <a href="#">Joseph Wright</a> shows light in his work.</p> 	<p>Remembrance day: <b>Draw</b> a field of Poppies larger and more detailed at the front, getting smaller and less defined as go backwards. – <b>perspective.</b> <b>Collage</b> b&amp;w photocopies of soldiers for background.</p>  	<p>Use different grades of pencil to add <b>shading</b> to a feather like Samuel Pepys Quill. Investigation Question- How can we make paper look old?</p> 	<p>How many shading methods can you do? e.g blending shading, hatching, stipulation, smudging, scratching. Record exploration in sketchbooks. <b>Draw</b> with charcoal a tudor house with <b>shade</b>, compare it to a modern day home. Draw on top of old paper created previously.</p> 	<p>Create <b>textural</b> Tudor building artwork based on <a href="#">Emmie Van Bierlvliet</a>. Put all buildings together to create whole class large piece.</p> 	<p>Using recycled materials create traditional Tudor houses. Revisit and upgrade buildings to add elements in the style of architect <a href="#">Friedensreich Hundertwasser</a>.</p> 	<p><b>-Continuous line drawings:</b> famous building. Inspired by <a href="#">Ruth Allen</a> (drawing with continuous line, illustration, buildings). Watercolour wash background.</p>  <p>Investigation Question: How many different ways can you use tissue paper (e.g fold, crumple, scrunch, twist.) This will then support their choices when making textured pictures such as</p>	<p>Make a calendar with positive word for the new year based on word by Morag Myerscough. Take B&amp;W photo of child in front of school for background.</p>  <p>Whole class collaboration: Write positive words using IT: Word Cloud Art</p>

							mountain snow scenes- Christmas cards.	
<b>D&amp;T</b>	To know that the modern understanding of food required to maintain good health and its availability, differs from 450 years ago. Outcome: To use the basic principles of a healthy and varied diet to prepare dishes; To understand where food comes from. Full details and resources on 'Cav Close Year 2 Food – GFOL Lesson Plan'							
	Discuss what they think people ate in the Tudor times. With a partner, draw a picture of either a banquet or picnic food items with labels.	Discussion rich/poor diet in Tudor times. Design a rich persons pudding topping.	Talk about food and equipment preparation and safety.  Make Great Fire of London currant cakes.	Visit Birds bakery.	Look at eat well guide and discuss.	Discuss where bread comes from.	Bread from around the world. Look at, handle, taste and discuss bread from around the world and complete sheet	
<b>Geography</b>	→ I will name, locate and identify characteristics of the four countries-England, Ireland, Scotland, Wales. Using maps, atlas, google maps. Locate Derby Locate London							
<b>History</b>	→ To be taught about 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) The children will be taught about the great Fire of London with many cross-curricular links such as writing reports in English and making Tudor houses in Design and Technology. The children will find out about Samuel Pepys. Understand why the fire started. Modern and Tudor houses (comparison). Understand about the main events of the fire Importance of Samuel Pepys in recording the events of the fire. Recount the life of someone famous from Britain, who lived in the past, (explaining what they did earlier and what they did later Why did the fire spread for so long? Comparison – why would this not happen in modern times?  *The children will continue to develop their understanding of Remembrance Day and why it is a significant event each year. Use words and phrases like: before, after, past, present, then and now. <b>WW1 &amp; WW2 – Remembrance Day</b>							
<b>RE</b>	.4 - What can we learn from sacred books? Bible stories Daniel in the Lion's Den, Calming the Storm, Walking on Water, The Blind Man, The prodigal Son				1.6 - How and why do we celebrate special and sacred times? Bible Story – Easter Story			

	<p>→ Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>→ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>→ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p>		<p>→ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</p> <p>→ Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers</p> <p>→ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>→ 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).</p>		
<b>Construction</b> <b>Small world</b>	Build a Bakery in London Build the Houses of Parliament	Build the Cenotaph	Build a Tudor house/city	Build Derby	Build London
<b>Role play/ explore area</b>	<p>A Bakers Shop</p> <p>Chn to explore different denominations of money, buying, and selling things in a bakery.</p> <p>How much change do you get from £1?</p> <p>I can show that they are following a conversation by asking relevant and timely questions.</p> <p>I can offer ideas based on what has been heard.</p> <p>I can engage in meaningful discussions that relate to different topic areas.</p>				
<b>Music</b>	<p>Make and combine sounds musically - Children to compose their own superhero theme tune. Listen to superhero theme music.</p> <p>Play tuned &amp; un-tuned instruments</p> <p>→ I can use my voice expressively and creatively by singing songs.</p> <p>→ I can use my voice expressively and creatively by speaking chants and rhymes.</p> <p>→ I can listen with concentration and understanding to a range of high-quality live music.</p> <p>→ I can listen with concentration and understanding to a range of high-quality recorded music.</p> <p><b>Autumn term</b> – Learn and sing ‘The Songs from the GFOL’ focusing on control. <i>See Music curriculum resources on Teachers.</i></p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> <li>• Good repertoire for this age group includes: <ul style="list-style-type: none"> <li>• Trad. Rain, Rain Go Away</li> </ul> </li> </ul> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>				

Mr Artur Indian Music Workshops  
[The Great Fire of London - BBC Teach](#)

[Bolero / Maurice Ravel / Vasily Petrenko / Oslo Philharmonic - Bing video](#)

→ I can listen with concentration and understanding to a range of high-quality recorded music.

Tap or clap out the steady beat to a section of 'Bolero' by Ravel.

Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch

Create patterns using topic vocabulary maintaining a steady beat – animal names, plant/tree names, planet names.

Play tuned instruments – chime bars, pitched bells

Play untuned instruments – shakers, claves.

PE  
Year 1



**Exceeding**

- I can help, praise and encourage others.

**Expected**

- I can work sensibly with others, taking turns and sharing.

**Emerging**

- I can play with others and take turns and share with help.

REAL PE – Personal – Unit 1

I can work on simple tasks by myself

I can follow instructions and practise safely.

I try several times if at first I don't succeed.

I ask for help when appropriate.

Name some things we are good at.

Understand and follow simple rules.

Begin to order instructions, movements and skills.

Explain why someone is working or performing well.

With help, recognise similarities and differences in performance.

PE  
Year 2



**Exceeding**

- I am happy to show and tell others about my ideas.
- I show patience and support others.

**Expected**

- I can help, praise and encourage others in their learning.

**Emerging**

- I can work sensibly with others, taking turns and sharing.



[Great Fire of London](#)-This fantastic website tells the story of the Great Fire of London through different characters

[Great Fire of London\\*](#)- Using Augmented Reality, Virtual Reality and interactive 3D you can explore how the Great Fire of London devastated the city

[cBBC Newsround - Guide to the Great Fire of London](#) - This site has video, photographs and information about the Great Fire of London

[CBeebies - Isabell's escape from the Great Fire of London](#) - Listen to the story of one girl's experience of the Great Fire of London in this radio podcast.

[CBeebies - The Great Fire of London Quiz](#) -Once you've listened to Isabell's story, you can try to answer this quiz.

[Horrible Histories Quiz](#) - Another quiz but this time from Horrible Histories so expect some horrible facts!

[Horrible Histories - The Great Fire of London song](#) - The people of London have to start over again when London is destroyed. Listen to this catchy song featuring the main players in the Great Fire of London story.

[Berkshire History - The Great Fire of London](#) - This site has some basic information about the main events of the fire.

[E2BN - Great Fire of London Cakes](#) - This is a simple recipe for Stuart cakes - similar to those eaten during the Great Fire of London.

[BBC Magic Grandad \(Samuel Pepys\)](#)-Please note that YouTube videos may contain adverts.