

Year 2 – Topic Overview – GFOL
Autumn Term 2

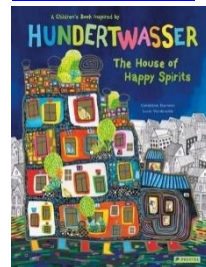
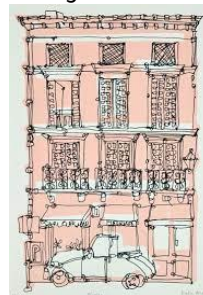
Medium term plan- Autumn 2 – Great Fire of London

	Week 1 w/c 3/11 3.11 INSET 5.11 firework night 6.11 Parents Evening 6.11 KS1 photographs	Week 2 w/c 10/11 Flu vaccinations 11.11 Remembrance Day 12.11 Risk Assess review 12.11 Odd Socks 14.11 Children in Need	Week 3 w/c 17/11 Make GFOL currant buns	Week 4 w/c 24/11 Visit birds bakery 28.11 – Sleeping beauty Panto 30.11 St Andrew's Day	Week 5 w/c 1/12 Xmas door comp 3.12 Christmas number day	Week 6 w/c 8/12 Class nativities	Week 7 w/c 15/12 16.12 St Marys Church visit 17.12 Xmas dinner day 18.12 YR2 Xmas party 19.12 YR2 Xmas sing off Break up 19 Dec
Wow	HOOK – Time Capsule – cheese, feather pen, map, letter, bread. Padlet: Here is the GFOL Padlet for this topic: https://padlet.com/aharker4/80ls8vd19aoumpih It includes videos, songs, radio, activities, games, arts activities, book						
Maths Y2	Unit 3: Addition and subtraction (2) (12 lessons)			Unit 4: Properties of Shape (12 lessons)		Unit 5: Money (10 lessons)	
English	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	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 What did happen in 1666	Newspaper report Facts about the fire. 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

		(eg big, humongous). Learn songs about the GFOL. Remembrance Day collaborative Poems					
Letters & Sounds Y2	See Little Wandle Planning						
Handwriting Year 2	EFGH	IJKL	MNOP	QRST	UVWX	YZ	Revisit and Revise
SPaG Y2	Adjectives	Compound Words	Adjectives with -er and -est	Subordination	Statements and Exclamations	Assess and Review	Revisit and Revise
Spellings Y2	wrist, little, school, thumb, lorry, wheel, wiggle, thunder	powder, huff, hotter, shimmer, supper, singer, freeze, fizz	which, quick, stretch, beach, cloak, magic, match, kitchen	foxes, humming, wishes, fizzes, jumping, brushes, fixing, dropping	hiding, seeing, having, making, being, carried, played, tidied	Revisit and Revise	Revisit and Revise
	Homophones and near homophones	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter		Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Revisit and Revise	Revisit and Revise

Time for us/ Health and Relationships Y2	→ I know why it is important to spend time with my family. → I know that every family is different. → I know that marriage is important. I know who to ask for help if I am unhappy. 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) Discuss and explain why some people decide to get married/civil partnership - (man & wife, same sex couples). Discuss – some people decide to get married and they feel it is important to them and their families.	Anti – Bullying Week <u>Year 1</u> → I know what bullying is and isn't. → I know that bullying is wrong. Anti- bullying week to explore; 'What makes a good friend? What is bullying? How to make others feel happy,' 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) <u>Year 2</u> → I know that friends should make me feel happy. → I know how to be a good friend. → I know that I should never make others feel unhappy. I know who to ask for help if friends make me feel unhappy. 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,' 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) Speak Out/Stay Safe Use the Mood Monsters to identify and explain different feelings e.g. "I am blue, I am feeling sad because.....I can do ... to make me happy" Make reference to 'kind feet, hands, words.' R-Time – 2.02, 2.04	→ I know that everyone is different. → I know what good manners are. R-Time - Good manners addressed through weekly R-Time sessions and embedded every day. R-Time – 2.01
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Science Y2		→ 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.	TAPS Assessment – Rocket Mice Explanation				
	RSPB – Wildlife Challenge – Sensing the World						
	Nature Parks- Colour coding						
	Reach Out Reporter – weekly						
	Reach Out Reporter – RECORD WEEK 6						

	have concerns about content or contact on the internet or other online technologies Engage with Project Evolve activities and stimulus: • Self-Image and Identity • Privacy and Security	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: → I can create and debug simple programs. I can use logical reasoning to predict the behaviour of simple programs → Beebots → App: J2E turtle	→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.)					
Art	Use chalk to add fire/ light to silhouette buildings of the Great Fire of London Look at how Joseph Wright shows light in his work. 	Remembrance day: Draw a field of Poppies larger and more detailed at the front, getting smaller and less defined as go backwards. – perspective. Collage b&w photocopies of soldiers for background.  	Use different grades of pencil to add shading to a feather like Samuel Pepys Quill. Investigation Question- How can we make paper look old? 	How many shading methods can you do? e.g blending shading, hatching, stipulation, smudging, scratching. Record exploration in sketchbooks. Draw with charcoal a tudor house with shade, compare it to a modern day home. Draw on top of old paper created previously. 	Create textural Tudor building artwork based on Emmie Van Bierlvliet. Put all buildings together to create whole class large piece. 	Using recycled materials create traditional Tudor houses. Revisit and upgrade buildings to add elements in the style of architect Friedensreich Hundertwasser. 	-Continuous line drawings: famous building. Inspired by Ruth Allen (drawing with continuous line, illustration, buildings). Watercolour wash background.  Investigation Question: How many different ways can you	Make a calendar with positive word for the new year based on word by Morag Myerscough. Take B&W photo of child in front of school for background.  Whole class collaboration: Write positive words using IT: Word Cloud Art

							use tissue paper (e.g fold, crumple, scrunch, twist.) This will then support their choices when making textured pictures such as mountain snow scenes- Christmas cards.	
D&T	To know that the modern understanding of food required to maintain good health and its availability, differs from 450 years ago. Outcome: I know how to prepare food: cooking and nutrition 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 Plans'							
	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	
Geography	→ I know the 4 main countries and capital cities in the United Kingdom and where they are located I know where London and Derby are on a map of the UK. Using maps, atlas, google maps. Locate Derby Locate London				I will understand geographical similarities and difference through studying the human and physical features of a small area in the United Kingdom. London: St Paul's Cathedral, River Thames London Bridge, Tower Bridge, Trafalgar Square, London Underground Houses of Parliament. - I know the human and physical features of some cities and countries. - I know and can identify key features and landmarks in the City of London.			

History	→ 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. WW1 & WW2 – Remembrance Day					
RE	1.6 How and why do we celebrate special and scared times? (Christians) • ‘Why is light an important symbol in religion? How believers express themselves through the symbol and how light can mean different things to believers in different communities • Jesus is the Light of The World (John 8:12). • Diwali • Hannukah			1.6 - How and why do we celebrate special and sacred times? • Christingle • Bible story- Christmas story		
	→ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion → Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers → Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion → 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).					
Construction Small world	Build a Bakery in London Build the Houses of Parliament	Build the Cenotaph	Build a Tudor house/city	Build Derby	Build London	
Role play/ explore area	A Bakers Shop Chn to explore different denominations of money, buying, and selling things in a bakery. How much change do you get from £1? I can show that they are following a conversation by asking relevant and timely questions. I can offer ideas based on what has been heard. I can engage in meaningful discussions that relate to different topic areas.					

Music	Make and combine sounds musically - Children to compose their own superhero theme tune. Listen to superhero theme music. Play tuned & un-tuned instruments → I can use my voice expressively and creatively by singing songs. → I can use my voice expressively and creatively by speaking chants and rhymes. → I can listen with concentration and understanding to a range of high-quality live music. → I can listen with concentration and understanding to a range of high-quality recorded music. Autumn term – Learn and sing ‘The Songs from the GFOL’ focusing on control. <i>See Music curriculum resources on Teachers.</i> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. • 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) • Good repertoire for this age group includes: • Trad. Rain, Rain Go Away 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) 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.
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Help and Encourage

This unit focuses on developing every child's ability to help, praise and encourage others.



Dynamic Balance to Agility
Jumping and Landing



Static Balance
Seated

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, cooperative and competitive games.