

## Year 2, Autumn 2 - Medium Term Plan

### What lessons have we learned from the Great Fire of London

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	<p>count to and across [10], forwards and backwards, beginning with 0 or 1, or from any given number</p> <ul style="list-style-type: none"> <li>count, read and write numbers [to 10] in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>represent and use number bonds and related subtraction facts [within 10]</li> </ul>			<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and record the results using &gt;, &lt; and =</p> <p>Use standard units of measurement with increasing accuracy, using their knowledge of the number system (to 100). They use the appropriate language and record using standard abbreviations (cm/m) (non-statutory)</p>		Resilience
	<p>compare, describe and solve practical problems for: lengths example, long/short, longer/shorter, tall/short, measure and begin to record the lengths</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <ul style="list-style-type: none"> <li>count in multiples of twos, fives and tens</li> <li>recognise, find and name a half as one of two equal parts of a quantity</li> <li>recognise, find and name a quarter as one of four equal parts of a quantity</li> </ul>	Pre and post assessments for graphs, measuring length and multiplication and division	<p>Weekly maths meetings. Modelling correct mathematical language.</p> <p>Structured "talk tasks" (Kagan).</p> <p>Emphasis on reasoning and justification.</p> <p>Collaborative problem-solving activities.</p> <p>Using manipulatives as discussion prompts.</p> <p>Addressing misconceptions through dialogue.</p> <p>Connecting maths to real-world contexts.</p> <p>Modelling correct mathematical language.</p> <p>Promoting active listening skills.</p>	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>		



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Writing	Children have been introduced to expanded noun phrases and have explored fictional stories.  Children have begun to edit and evaluate their writing with support.	Pre assessment - Cold task writing an escape story Hot Task - escape story and diary recount Cold Task - Diary Entry	Structured "talk tasks" (Kagan).		past tense generate powerful innovate adverbs punctuate edit recount escape	Creativity
Reading	Children have begun to explore comprehension style quest		Emphasis on reasoning and justification.	Whole class comprehension (Willie Whiskers) L1-How can I explore new vocabulary in the text? L2 - How can I explore the text orally? L3 - How can I explore the text in more detail + guided group? Carousel reading: Picture Inference Guided group Exploring vocabulary Reading for pleasure Grapheme hunter LQ: How can I story map 'Vlad and the Great Fire of London' LQ: How can I generate powerful vocabulary? LQ: How can I create descriptive sentences? LQ: How can I use subordinating conjunctions? Whole class reading VIPERS LQ: How can I explore new vocabulary in a text? LQ: How can I orally explore a text in more detail? LQ: How can I explore a text in more detail?	generate	Creativity
Science	Animals, including humans notice that animals, including humans, have offspring which find out about and describe the basic needs of animals, including the importance for humans of exercise, eating the asking simple questions and recognising that they can be observing closely using simple equipment identifying and classifying using their observations and ideas to suggest answers to c	Pre Learning task: Why does an adult need to sit Post assessment task: Children to revisit their ta	Opportunities for class discussion and team work activities	LQ: How do animals and humans survive? LQ: How do humans grow? LQ: How does an ..... (animal) change over time? LQ: Why is exercise good for the body?	Offspring, basic needs, survival, humans, water, food, air, hygiene, foods, classify, grow, exercise, predict, observe, reproduction, healthy.	Kindness
Geography	Children have learnt about the United Kingdom and capital cities. They have also learnt about human and physical features.	Can the children local London on a map?	Oracy opportunities in lesson creating a physical map of London in 1666.	LQ: Can I create a map of London in 1666 and local some of the human	Map River Features key Capital City	Collaboration



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History	Children have learnt about old and new in our local environment, Victorian times, as well as changes over the lives of their grandparents and parents.	Pre learning task - Title Page - Inference using picture of GFOL - using a historical source. Post Learning task - Using a historical source - picture of Samuel Pepys' diary - show all learning on a mind-map.	Addressing misconceptions through dialogue.	Great Fire of London - Hook LQ: Why are we making bread?  LQ: How was London different in the past?  LQ: Why did the Fire burn for so many days?  LQ: What were the landmarks in the Great Fire of London?  LQ: How do we know about the Great Fire?  LQ: How did London change after the Great Fire?  LQ: How will I make a tudor House?  LQ: How has fire fire-fighting equipment changed over the years?  LQ: Why does fire still cause problems today?	Flames Smoke Tudor Wattle and Daub Source of information Eye witness The River Thames Bakery Thomas Farriner Pudding Lane Flammable St Paul's Cathedral Christopher Wren Fire break	Resilience
DT	Children have learnt about old and new in our local environment, Bananas, short, teeth, ate, meat, head, tail. Victorian times, as well as changes over the lives of their grandparents and parents.	Pre-assessment - strengthening paper.	Modelling correct terminology. Promoting active listening and communication skills during group projects. Engaging in active discussions to cohesively plan and execute their designs.	LQ: How can I compare buildings in London today and from 1666 LQ: What will help me strengthen paper and cardboard? LQ: What will help me strengthen paper and cardboard? LQ: How will I design my tall structure inspired by a London buildi LQ: What resources will I use to build my structure? LQ: What resources will I use to build my structure? LQ: Can I evaluate my structure?	structure joins resources frame stability reinforce	Creativity
Art						
Computing	Knnowling what IT is and naming different types Recognising IT in the world and knowing where it might be found (inside adn outside)	Ongoing formative assessment	Promoting active listening skills.	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	devices photograph capture edit improve real	Creativity
RE	Children have studied Judaism in Autumn term and they have looked at significant celebrations.	End of unit assessment	Discussions surrounding different traditions and comparing these with other religious traditions. Talking clearly to convey ideas and opinions.	What is Diwali and how is it celebrated? How do Jewish people think about miracles at Chanukah? How do Jewish people celebrate Hannukah? What are the similarities between Hanukkah and Christmas? What is the Christmas Story?	religion belief miracles tradition worship	Kindness
PSHE	Children have learnt about how to protect their rights and w can help them to access them. They have looked at reason some children do not access them. They have explored the meaning of the words unconditional, universal and advoca	Safety Cold Task - Label risks at home in the kitc Circle Time discussing risks in everyday life Fire safety mind map	Discussing risks and dangers in school and home and talki about how to stay safe. Talking about rules and why and where we use them.	What dangers are there in the home? Why do we have rules? How do I keep safe at home? What is my responsibility for keeping myself and others safe? What is fire safety? How do I keep safe in the home? How can I stay safe at school?	risks, hazards, safe, dangerous, harmful, rules, substances, electrical appliances, fire safety.	Fairness
Music	Children have completed a unit of learning on pitch. They have played music using tuned percussion and reading simple symbols representing pitch.	Children will work towards a performance in this unit . Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience; Talking about the tempo of music using the vocabulary fast and slow; Talking about the dynamics of the music, using the vocabulary loud, quiet and silent; Stating what they enjoyed about their peers' performances;	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	dynamics; encore, instrumental sound, sound effect, tempo	



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PE	All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending	Ongoing formative assessment	Oral feedback during and after lessons	LQ: How many hands do we use on the Hockey stick and where are they positioned? LQ: When travelling with the ball what must we do? LQ: When you pass the ball what should you do next? LQ: What do we need to do in order to gain possession of the ball from the opposition? LQ: What must we do in order to move with the ball? LQ: How do we gain more power when shooting?	Dribbling/ Shooting/ Passing/ Attacking/ Defending/Control	<div>Creativity</div>
Dance Gymnastics	Narrow and curled rolling Balancing and spinning on points and patches Pathways - small and long	Pre Assessment - Can children travel in a zigzag, straight and curved line? Post Assessment - Compare travel in zigzag cur and straight line to week 1.	Talking about how to use the equipment appropriately and safely Opportunities to give peer feedback on performances. Discussion around movement and travel.	Jump with a 90 degree turn Turn through 180 degrees Jump through 180 and 270 degrees from a standing start Create a sequence in zig zag pathways Demonstrate variety in my movements Perform with clear starting and finishing positions Demonstrate zig zag and straight pathways in my sequence work Perform with control and adaptations to my original work Work at all 3 levels Perform a sequence of moves in a curved pathway Improve my work by acting upon feedback Travel backwards and sideways as part of a sequence Link my movements together well Perform a variety of moves on floor and apparatus using different path Make my sequences flow Perform a variety of moves on floor and apparatus using different path	Jump, turn, degrees, sequence, zig zag, sequence, pathway, position, perform, control, curved, travel, link, flow, apparatus, variety.	<div>Resilience</div>