

Year 2 – Topic Overview – Great Fire Of London (GFOL)  
Autumn Term 2

	<b>Week 1</b> w/c 4/11 INSET 5 <sup>th</sup> Nov firework night 7.11 Parents Evening KS1 photographs Flu vaccines	<b>Week 2</b> w/c 11/11 Odd Socks Anti bullying week Children in Need– Fri 17th Nov Remembrance Day Science monitoring Baking bread	<b>Week 3</b> w/c 18/11 Make GFOL currant cakes	<b>Week 4</b> w/c 27/11 St Andrew’s Day 29.11 – Panto	<b>Week 5</b> w/c 2/12 Xmas door comp	<b>Week 6</b> w/c 9/12 Xmas dinner day Christmas show	<b>Week 7</b> w/c 16/12 St Marys Church assembly  Trip to Pickford House Break up 20 Dec
<b>Wow</b>	<b>HOOK – Time Capsule – cheese, feather pen, map, letter, bread.</b> <b>Baking 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</b> Y2	Unit 2: Addition & Subtraction (1) (5 lessons)	Unit 3: Addition & Subtraction (2) (12 lessons)			Unit 4: Properties of Shape (12 lessons) <b>Begin to revisit</b> Money in provision.		
<b>English</b>	Shared reading- Firework poem  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.	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

		Remembrance Day collaborative Poems					
Letters & Sounds Y2	See Little Wandle Planning (Starting at Autumn 2 Week 5 revisiting)						
Handwriting Year 2	ABCD	EFGH	IJKL	MNOP	QRST	UVWX	YZ
SPaG Y2	Adjectives	Compound Words	Adjectives with -er and -est	Subordination	Statements and Exclamations	Assess and Review	Revisit and Revise
Spellings Y2	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
Time for us/ Health and Relationships Y2	<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 why people believe 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</p>		<p>Anti – Bullying Week <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>		

	get married and they feel it is important to them and their families.		
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Science Y2		<p>→ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Wood, straw, mud, brick, cement, glass, plastic</p> <p>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?</p> <p>Local Fire Brigade Visit – discuss the fire engine, suitable/non-suitable materials.</p>	TAPS Assessment – Rocket Mice Explanation
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Zoom in Zoom Out	Gear Up	Functional Footwear	Bonkers Bubbles (bread)	Speckled and shiny	Through the looking glass	Frozen desert	Cosy Comfort
Odd One Out	It's in the bag!	Fascinating forks	Odd One Out – Write Away	Unusual Houses		Hot drinks for cold days	

**Reach Out Reporter – RECORD WEEK 6**

Computing	Algorithms:	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 understand what algorithms are.</p> <p>→ I know algorithms are implemented as programmes on digital devices.</p>		

→ I know that programs execute by following precise and unambiguous instructions.

→ I can create and debug simple programs. I can use logical reasoning to predict the behaviour of simple programs  
→ I can recognise common uses of information technology beyond school.

→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.)

**Art**

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 chalk to add fire/ light to silhouette buildings of the Great Fire of London Look at how **Joseph Wright** shows light in his work.



Use different grades of pencil to add **shading** to a feather like Samuel Pepys Quill. Investigation Question- How can we make paper look old?



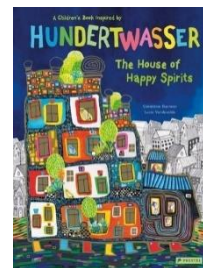
How many shading methods can you do? e.g blending shading, hatching, stipulation, smudging, scratching. Record exploration in sketchbooks. **Draw** with charcoal a tudor house with **shade**, compare it to a modern day home. Draw on top of old paper created previously.



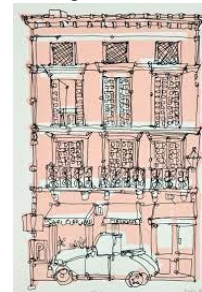
Create **textural** Tudor building artwork based on **Emmie Van Bierlvliet**. Put all buildings together to create whole class large piece.



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 use tissue paper (e.g fold, crumple, scrunch, twist.) This will then support their choices when making textured

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

							pictures such as mountain snow scenes- Christmas cards.	
<b>D&amp;T</b>	<p>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.</p> <p>Full details and resources on 'Cav Close Year 2 Food – GFOL Lesson Plan'</p>							
	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.	Discuss where bread comes from. Bread from around the world. Look at, handle, taste and discuss bread from around the world and complete sheet Make some bread	Discussion rich/poor diet in Tudor times. Design a rich persons pudding topping.	Talk about food and equipment preparation and safety.	Make GFOL currant buns		Look at eat well guide and discuss.	
<b>Geography</b>	<p>→ I will name, locate and identify characteristics of the four countries-England, Ireland, Scotland, Wales.</p> <p>Using maps, atlas, google maps.</p> <p>Locate Derby, Locate London- creating models of London landmarks (revisit from Year 1)</p>							
<b>History</b>	<p>→ 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)</p> <p>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.</p> <p>Understand why the fire started. Modern and Tudor houses (comparison).</p> <p>Understand about the main events of the fire</p> <p>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</p> <p>Why did the fire spread for so long? Comparison – why would this not happen in modern times?</p> <p>*The children will continue to develop their understanding of Remembrance Day and why it is a significant event each year.</p> <p>Use words and phrases like: before, after, past, present, then and now.</p> <p><b>WW1 &amp; WW2 – Remembrance Day</b></p>							

RE	<p>.4 - What can we learn from sacred books? Bible stories Daniel in the Lion's Den,</p> <ul style="list-style-type: none"> <li>→ Recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>→ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>→ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> </ul> <p>Talk about issues of good and bad, right and wrong arising from the stories</p>		<p>1.6 - How and why do we celebrate special and sacred times? Bible Story – The nativity</p> <ul style="list-style-type: none"> <li>→ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</li> <li>→ Re-tell stories connected with Christmas/ and a festival in another religion and say why these are important to believers</li> <li>→ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</li> <li>→ 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).</li> </ul>			
Construction Small world	Build a Bakery in London Build the Houses of Parliament	Build the Cenotaph	Build a Tudor house/city	Build Derby landmarks	Build London landmarks	
Role play/ explore area	<p>A Bakers Shop</p> <p>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.</p>					
Music	<p>Make and combine sounds musically - Children to compose their own superhero theme tune. Listen to superhero theme music. Play tuned &amp; un-tuned instruments</p> <ul style="list-style-type: none"> <li>→ I can use my voice expressively and creatively by singing songs.</li> <li>→ I can use my voice expressively and creatively by speaking chants and rhymes.</li> <li>→ I can listen with concentration and understanding to a range of high-quality live music.</li> <li>→ I can listen with concentration and understanding to a range of high-quality recorded music.</li> </ul> <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:</li> </ul> <ul style="list-style-type: none"> <li>• Trad. Rain, Rain Go Away</li> </ul>					

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.

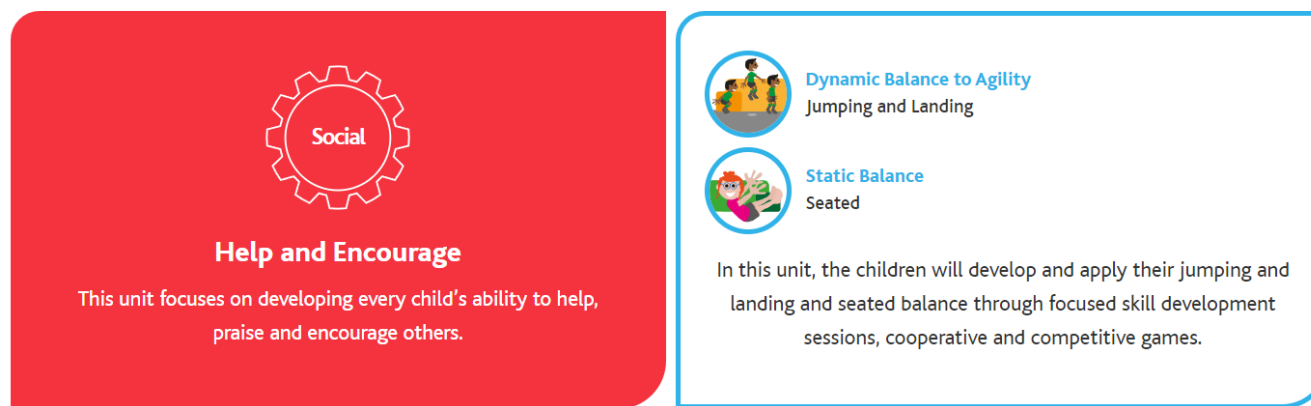
→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch

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.

PE  
Year 2



**Social**

**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.

[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.

<https://www.theguardian.com/education/2001/jan/09/schools.theguardian3> - This is a simple recipe for Stuart cakes - similar to those eaten during the Great Fire of London. ([https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.astreahartleybrook.org/wp-content/uploads/2020/04/Wk4-Topic-Great-fire-London-baking.docx&ved=2ahUKEwikkZ3g9aeJAxXWVUEAHaBsGOsQFnoECBQQAQ&usg=AOvVaw1EQ2\\_IO9K2DjZ2JVla700S](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.astreahartleybrook.org/wp-content/uploads/2020/04/Wk4-Topic-Great-fire-London-baking.docx&ved=2ahUKEwikkZ3g9aeJAxXWVUEAHaBsGOsQFnoECBQQAQ&usg=AOvVaw1EQ2_IO9K2DjZ2JVla700S) )

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

