

Was the Great Fire of London great?

English—writing

- Using different styles of writing including diary entry, story, news report.
- Using different types of vocabulary including homophones and contractions.

English—reading

- Reading as class, in groups and individually.
- Discussing texts and answering questions about them focussing on inference skills.

Maths—number

- Recognising and using multiplication and division facts for the 2, 5 and 10 times tables.
- Using arrays, repeated addition and bar models to show multiplication and division.
- Using bar models to divide and for missing number sums.

Maths—measurement

- Exploring the features and properties of 2D and 3D shapes.

PE—gym

- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Climb safely on equipment.
- Stretch and curl to develop flexibility.

PE—dance

- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

RE

- Thinking about books that are special to us.
- Finding out about books that are special to people of different religions.
- Discussing the concept of specialness.



DT

- Cooking bread including designing, choosing ingredients, preparing, cooking and evaluating.



Year 2
Spring 1

Key texts

Factual books about the great fire of London.
The storm whale.
The storm whale in Winter

Art

- Sketching and shading Tudor houses using charcoal.

Science—living things

- Investigating living things and their habitats.
- Finding out about plants and what they need to grow through experimentation.
- Exploring the survival needs of animals including humans.
- Exploring biodiversity.

Science—materials

- Investigating everyday materials.

PSHE

- Keeping safe.
- Healthy relationships.
- Feelings and emotions.

Computing

- Thinking about how to stay safe online.
- Learning about our digital footprint.

Music

- Learning the song London's Burning and sing it in parts.
- Exploring rock music by discussion, singing and using instruments.

History

- Finding out about Tudor times including a visit to Selly Manor.
- Thinking about why people in the past acted as they did.
- Using historical sources of evidence.

Geography

- Using a map with a key to find Samuel Pepys treasure.
- Creating our own treasure maps.