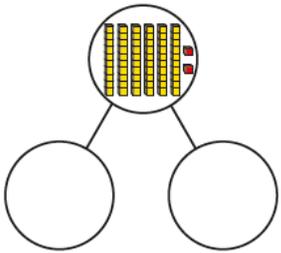


Autumn 1 Year 2 – The Great Fire of London

Maths – Key Learning

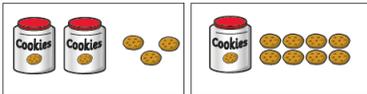
Place Value

- Count to 100 in tens
- Recognise tens and ones
- Flexibly partition numbers to 100
- Write numbers up to 100 in expanded form
- Estimate numbers on a number line
- Compare objects and numbers



There are 10 cookies in each tin.

Ron has these cookies. Jo has these cookies.



Who has fewer cookies?

_____ has fewer cookies than _____

How do you know?

The children each think of a number.



My number is sixty-two.

Max



My number is equal to 2 ones and 6 tens.

Mo



My number is equal to 50 + 12

Kim



My number is equal to 6 + 20

Sam

Tens	Ones

English – Key Learning

Narrative

- Narrative based on 'Vlad and the Great Fire of London' by Kate Cunningham
- Instructions on how to create a fire landscape

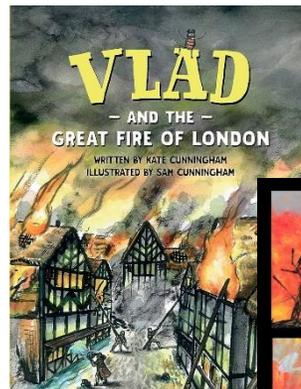
Links

Grammar.lgfl.org.uk

bbc.com/bitesize

Key Grammar Foci

Expanded noun phrases for description, past tense (adding suffix -ed), apostrophes for singular possession in nouns (for example, the baker's kitchen), exclamation marks and third person



Reading – Key Texts

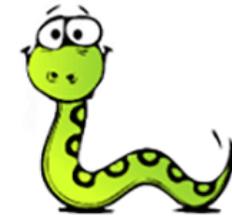
'Gorilla' by Anthony Browne

'Where the wild things are' by Maurice Sendak

'Wild' by Emily Hughes

Key Skills

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Links

<https://www.literacyshedplus.com/en-us/browse/reading-vipers>

Helpful Reminders

- Read daily and complete your reading journal
- Weekly spelling test every week
- Maths and English homework set weekly
- Use SPaG.com and Times Tables Rock Stars frequently

Foundation Subject Learning



Rocco
Responsibility

History – The Great Fire of London

- Understand that the fire swept through central London from Sunday 2 September to Thursday 6 September 1666.
- Recognise where the fire started (in a bakery in Pudding Lane) and why it spread so rapidly.
- Explore how London was changed and made great again.

Science – Local Habitats

- Learn that all things are either alive, have never been alive or once were alive.
- Understand that a habitat provides the basic needs of the animals and plants in it.
- Explore different types of habitats and understand the importance of food chains.

Art– Fire landscape

- Designing and painting our own fire landscape to portray the Great Fire of London in 1666.

Computing – Creating images

- Using JIT to create images.

RE – Harvest

- Understand how different countries celebrate the Harvest Festival.
- Explore how and why we are grateful for our harvest.

Key Vocabulary

- Past
- Present
- Future
- Timeline
- Event
- Consequence

Key places and events

- River Thames
- Thomas Farriner
- Pudding Lane
- St Pauls Cathedral
- King Charles II
- Samuel Pepys

Key Concepts

- Understand that lots of methods were used to try stop the Great fire but it didn't burn out for four whole days.
- Recognise the significant individuals in London 1666 and how King Charles and Sir Christopher Wren helped re-build the city after.

Trips and Experiences

- The Fire Brigade

Values

- Responsibility
- British Value: Respect and Tolerance



Autumn 1 Year 2 – Our Theme

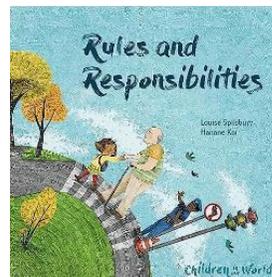
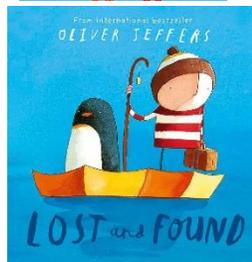
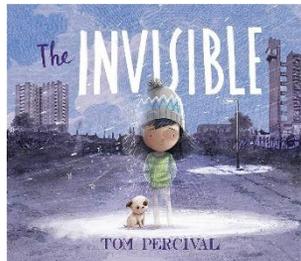
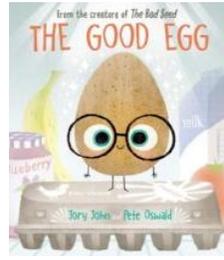
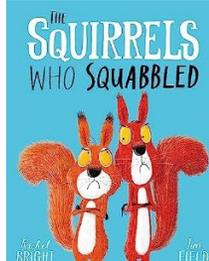
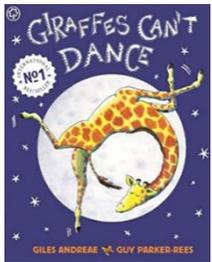
Responsibility

As we embark on a new school year, we will discuss what it means to be responsible. This theme will also link to other areas of our curriculum this term. We believe it is important for every child to be responsible for their environment, their peers and to their learning. To encourage children to flourish throughout their time in learning, we ensure that they learn how to make the right choices. Take a look at our ideas to promote taking responsibilities that you can do with your child at home. Please share any activities or experiences your child has, or would like to talk about whilst showing responsibility, we will be sure to celebrate them in school!

Vocabulary

Responsibility means doing the things you are supposed to do and accepting the consequences of your actions, whether positive or negative. Teaching responsibility to children also means helping them learn how to make good decisions.

Books that promote responsibility.



Activities to promote Responsibility in children

- Setting simple, achievable goals every month
- Discussing when to say sorry and how sorry means changed behaviour
- Independently organising items that belong to them
- Participating with small chores around the home
- Helping with meals and tidying up
- If something is damaged, working together to try and fix it
- Teaching money management skills – When paying outdoors they find the right amount and pay with adult supervision
- Establishing space when something goes wrong to allow time for reflection
- Instil positive praise when good things happen
- Create morning routines or after school routines for children to follow independently

Helpful Links

1. <https://centerforparentingeducation.org/library-of-articles/responsibility-and-chores/developing-responsibility-in-your-children-part-2/>
2. <https://www.growkidsminds.com/blog/gkm003-teaching-responsibility>

★ The time is always right to do what is right! ★