

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"				
Our Learning Challenge				How can we run a museum to share the history of Britain and the World? What is the significance of fire in the past?
Year	2	Term	Autumn	<p><b>Our Vision and values</b></p> <p>I will be proud of all that I do and treat others with kindness                      I will respect and value myself and others no matter what we believe, how we look or where we live                      will be responsible for the way I behave                      I will be the best that I can be                      I will embrace new challenges and learning opportunities                      I will reflect on my learning and listen to advice from others about how to improve                      I will have fun, enjoy learning new things at school and have the courage to make mistakes                      I will think about my own faith and what difference it can make to me and how I live</p>
<b>Purposeful Learning Outcome</b>		<p>Make a pop up museum about the significance of fire in British history, to share our information about the GFOL with the school/local community. Exploring and making artefacts to display at the museum.</p>	<p><b>British Values</b></p>	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> <li>• Encouraging children to make decisions together.</li> <li>• Providing opportunities for children to vote between choices of activity.</li> <li>• Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders</li> </ul> <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.</li> <li>• Encouraging children to develop a positive sense of themselves.</li> <li>• Provide activities for all children to engage in and actively challenge gender specific tasks and activities.</li> </ul> <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> <li>• By working together to create group rules.</li> <li>• By understanding their own and others' behaviour and feelings and the consequence of these.</li> <li>• Encouraging and supporting children to learn how to distinguish right from wrong.</li> </ul> <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> <li>• Encouraging children to learn about the world around them - both locally and further afield.</li> <li>• Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,</li> </ul>
<b>Starting Stimulus</b>		<b>Community Links Visitors and Visits Creative Experiences</b>		<b>SMSC Including PSHE and Safeguarding</b>
Investigate the time capsule containing artefacts from the GFOL. Research the GFOL and produce a museum to share what we have found out.		Visit from the Fire Service - comparing fire equipment now and then Bake Bread - Pudding Lane / bakery link; make products before writing instructions		JIGSAW - Being me in my world - Autumn 1 (see individual year group for differentiated planning) Help others to feel Welcome

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<p>Visit to Aston Hall to find out about the GFOL and how a museum can be run, what do visitors want to see and do?</p>	<p>Visit to Aston Hall: explore the GFOL, speaking and listening, drama/role play workshop Make 3D models of Tudor houses How is a museum organised and run?</p>	<p>Try to make the school community a better place Think about everyone's right to learn Care about other peoples feelings Work well with others Choose to follow the learning charter</p> <p>JIGSAW - Celebrating differences - Autumn 2 (see individual year group for differentiated planning)</p> <p>Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments</p> <p>Fire Safety Firework Safety</p>
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Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities
<p><b>Week 1 and 2</b> What is fire? What do we know about fire? How does fire affect us today?</p>	<p>Science- what are the effects of fire? English - What is fire used for? Art - mastering skills in drawing DT - Food Computing - To connect, online safety</p>	<p>English: Topic words, instructions Science/DT- bread making, changing shape, effect of heating, reversible/irreversible change (food hygiene) Music: fire songs Art: pencil skills, sketching, patterns, lines, shapes Computing - set up class space (Google Classroom) for children to participate in as a social media account. E-safety x 1 lesson, set up and contribute to account. <b>Homework - to participate in social media account</b></p>
<p><b>Week 3</b> What could significant people tell us about fire in their lives?</p>	<p>PSHE - Fire safety History - Introduction to the Great Fire of London / comparing now and then Science- sorting materials</p>	<p>Science- sorting materials, making a collage PSHE - Visit from fire station. How are fires fought today? Begin to compare and contrast.</p>
<p><b>Week 4 and 5</b> When and where did the GFOL begin?</p>	<p>History- the start of the fire English - non-chronological reports - To inform. Science - changing materials Geography - UK maps / oceans / cities. Ask and answer geographical questions</p>	<p>English: continue to write up and edit reports History: make a timeline of the main events of GFOL, London past and present, Life in the 17th century, reading about GFOL Geography: exploring maps, finding our place in the world, labelling GB, finding Oldbury and London</p>
<p><b>Week 6</b> What made the fire spread?</p>	<p>Science - effects of heat/fire, reversible/irreversible changes History /Geography- maps of GFOL. Use aerial images and plan perspectives to recognise landmarks and basic physical features History - Timelines</p>	<p>Science: explore effects of heating/ fire DT: using ruler for lines Make GFOL skyline template History - The events of the great fire</p>

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		History/Geography : look at old maps of London before and after the fire, show the path of the fire, where it started, spread to and stopped. Why did the fire spread so far, so fast, what stopped it? Music: clapping, rhythm, London Bridge is falling down
<b>Week 7</b> What is a Museum?	History- trip to Aston hall - handling objects, ask and answer questions Music - To perform Art - To master techniques in painting	English: trip recount History - exploring Aston Hall, objects from the past, comparing now and then Science: heating and cooling investigation Art: painting during the trip - fire scenes with sponges, rollers,; colour mixing: fire Music: sounds to represent fire
<b>Week 8</b> How is fire linked to Bonfire Night? How can we keep safe?	Science: materials: heating, cooling, melting English - Instructions independent application, Recount	English: Completing recount Science: investigate heating and cooling materials, writing up the investigation. Homework: Bonfire Night/Guy Fawkes/Fire safety
<b>Week 9</b> How can we communicate what we found out about the GFOL?	Science: electricity: compare life today and at the time of the GFOL re electricity History - significant people English -	English: English: Samuel Pepys and his diary, lists of what you would bury Like Pepys' wine and cheese, questions to find out about the GFOL History - what happened in GFOL, what can Samuel Pepys tell us? - Biography of Samuel Pepys How do we know about the great fire? What happened after the great fire? Science: investigate heating and cooling materials  Computing: editing and using photos of visit for museum and assembly
<b>Weeks 10-13</b> How can we showcase what we have learnt about fire in the past and how this has affected our lives today?	DT: Materials English: Narrative English-computing link, GFOL information we have found out, presentation for museum, researching, note making, summarising. English- creating presentation for GFOL museum, presenting to class, labels/captions for museum. Science: fire investigation into different materials Art: firework pictures on computer: skills Computing - To communicate	English: Toby and the GFOL, planning, drafting, editing and best version Science: another difference between life in London/ in Britain then and now is that our buildings have electricity DT: Explore Tudor houses, discuss likes and dislikes, make wooden building that would burn, and new building based on what we know about materials, link to Art, buildings sketches/research. <b>DT: Workshop link- invite parents in and make houses</b> English: leaflet for museum, invitation for parents, signs and labels for museum, English/Art/History/DT: research Sir Christopher Wren, explore the Monument and rebuilding London, design own 'Monument' to remember GFOL GFOL silhouette calendars Computing - take photographs and create collage of our museum using pic collage
<b>Week 14</b> Preparing for Christmas performance	Music - To perform	Music - sing nativity songs, percussion instruments for sound effects,

Relationship to Core Subjects		
English Skills	Maths Skills	Science Skills
<p><b>To read words accurately</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>Re-read these books to build up fluency and confidence in word reading.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read words containing common suffixes.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read books to build up fluency and confidence in word reading.</li> </ul>	<p><b>To write with purpose</b></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul> <p><b>To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use well-chosen adjectives to add detail.</li> <li>Use names of people, places and things.</li> <li>Use well-chosen adjectives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs for extra detail.</li> </ul> <p><b>To organise writing appropriately</b></p> <ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Use the correct tenses.</li> <li>Organise writing in line with its purpose.</li> </ul> <p><b>To use paragraphs</b></p> <ul style="list-style-type: none"> <li>Write about more than one idea.</li> <li>Group related information.</li> </ul> <p><b>To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form clear narratives.</li> <li>Convey ideas sentence by sentence.</li> <li>Join sentences with conjunctions and connectives.</li> <li>Vary the way sentences begin.</li> </ul> <p><b>To present neatly</b></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> </ul>	<p><b>Year 2 Autumn</b></p> <p><u>Number - place value</u></p> <p>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.</p> <p><u>Number - addition and subtraction</u></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p><u>Measurement: length and mass</u></p>
		<p><b>Uses of everyday materials (2UEM)</b></p> <p>i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Working Scientifically (KS1 WS)</b></p> <p>i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions vi) gathering and recording data to help in answering questions</p>

<p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experiences and other books.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul> <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> </ul>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and mass and record the results using &gt;, &lt; and =.</p> <p><u>Graphs</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask+ 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><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</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 the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	
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	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>																	
<p><b>Key Texts</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><u>Fiction</u></td> <td style="width: 33%;"><u>Non-fiction</u></td> <td style="width: 33%;"><u>Poetry</u></td> </tr> <tr> <td>M Nash - Toby and the Great Fire of London</td> <td>L Goggerly - The Fire of London</td> <td>Oranges and Lemons</td> </tr> <tr> <td>J Atkins - The Great Fire of London</td> <td>How do we know about the GFL</td> <td>London's Burning</td> </tr> <tr> <td>P Goodheart - Raven Boy</td> <td></td> <td>The Lion and the Unicorn</td> </tr> <tr> <td></td> <td></td> <td>The was an Old Man with a Beard</td> </tr> </table>				<u>Fiction</u>	<u>Non-fiction</u>	<u>Poetry</u>	M Nash - Toby and the Great Fire of London	L Goggerly - The Fire of London	Oranges and Lemons	J Atkins - The Great Fire of London	How do we know about the GFL	London's Burning	P Goodheart - Raven Boy		The Lion and the Unicorn			The was an Old Man with a Beard
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<b>English Real and Purposeful Outcomes</b>		<b>Maths Outcomes</b>	<b>Science Outcomes</b>															
<p>Write stories set in places children have learnt about (e.g. London)</p> <p>Make products and then write the instructions, e.g. food, craft and fire safety</p> <p>Write recounts related to class visit/s and the Great Fire of London</p> <p>Write non-chronological reports, e.g. fire safety, Samuel Pepys, science topics; present in different formats</p> <p>Group biography of Samuel Pepys using information taken from different sources, inc iPad research</p> <p>Learn a poem and recite to the class, e.g. favourite poem</p> <p>Write poems that use pattern, rhyme and description</p>		<p><b>Outcomes</b> - Using knowledge of place value and measurements, draw a scaled model of one of the buildings that was damaged in the fire</p> <p>Make own problems up about the fire - for example if there were 5 people in each of the houses and there were 10 houses, how many people were there altogether?</p> <p>Place events in the Great Fire of London in chronological order using: days, weeks, months, time</p> <p>2d shape: link to buildings - examine different buildings and look which shapes they consist of</p> <p>Weight and measures: making bread, using scales accurately</p>	<p>Investigate different materials and their properties, and their uses</p> <p>Investigate the effects of fire on materials, Changing materials- making bread</p>															

		Using time knowledge, plot an imaginary phone call to 999 - what time was the call? How long did the fire engine take to get there? How long to put the fire out? Estimate units of capacity for amount of water to put fire out.	
Relationship to Foundation Subjects			
Art and Design Skills	Design and Technology Skills	Computing	
<p><b>To develop ideas</b></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>To master techniques in:</b></p> <p><b>2d. To master techniques in drawing</b></p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p><b>Painting (Portraits)</b></p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul> <p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided.</li> <li>Measure and mark out to the nearest centimetre.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul>	<p><b>To connect</b></p> <ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites</li> </ul> <p><b>To communicate</b></p> <ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p><b>To collect</b></p> <ul style="list-style-type: none"> <li>Use simple databases to record information in areas across the curriculum.</li> </ul>	
Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes	
<p>Explore different pencils and effects, and using a ruler to draw lines Draw and colouring fire drawings, using ruler for buildings. Explore pencils and crayons, and watercolour crayons, pencil crayons</p>	<p>Measure and make own fire wagon out of card, and make fire etc from paper/card- link to parent workshop Use equipment to make own house for GFOL out of wood/lollipop sticks etc</p>	<p><b>We are researchers</b> To communicate (create a presentation) PowerPoint</p>	

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<p>Explore famous GFOL paintings, produce pencil drawing of own interpretation, photocopy and colour with pencil crayons/watercolour pencils Make GFOL silhouette - calendar</p>	<p>Research Sir Christopher Wren, rebuilding London, design and make your own Monument, given choices of materials.</p>	<p><u>We are photographers</u> To communicate, to connect (take photos of school museum / trips) Book Creator/ pic collage</p>	
Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p><u>To perform</u></p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p><u>Gymnastics Autumn 1</u></p> <p>1c. To develop practical skills in gymnastics in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul> <p><u>Dance Autumn 2</u></p> <p>1b. To develop practical skills in dance in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>

Christ Church Primary Year 2 Autumn 2017/2018

Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
<p>Use maps, online maps, to locate our place in the world, our country, our city, and find London on the maps. Explore maps of London and locate where the fire started, spread to, and the rebuilding of London. Locate places/landmarks in London.</p>	<p>Explore life in London in 1666- Samuel Pepys diary, paintings, newspapers, artefacts/photographs at Blakesly Hall. Explore firefighting then and now, what is similar/different, what changed as a result of GFOL Find out about Samuel Pepys, King Charles II Make a timeline of the main events of the GFOL, put GFOL onto a timeline with today/when the children were born.</p>	<p>Singing assembly. 1666 song about GFOL for assembly/performance This little light of mine for assembly/performance</p>	<p>Gymnastics skills, performance of own composition representing the GFOL</p>
RE Skills			
<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p>To understand practices and lifestyles</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p>To understand how beliefs are conveyed</p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul> <p>To reflect</p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul> <p>To understand values</p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> <li>• Show an understanding of the term 'morals'.</li> </ul>			
RE outcomes			
<p>Autumn  <b>Creation</b> - creation artwork from days 1-7, thank you prayers, instructions about how to care for the world, end of unit display to include collage/painting to reflect the best thing about the world,  <b>Incarnation</b> - drama of the nativity including the wise men, artwork reflections - 'mystic nativity', nativity scene artwork , performance of Christmas carols, a donation to the shoebox appeal                      BS Unit- Mosque visit and 3d model</p>			