

## PSHE — Zones of Regulation

### Online Safety

#### RSE: Social and Emotional

To recognise the joy and friendship of belonging to a diverse community

#### Relationships

Why are relationships important?

#### No Outsiders:

The Great Big Book Of Families – Mary Hoffman: To understand diversity.

## ART: Colour Creations

To be able to identify colours and the objects that are associated with them.

To be able to identify primary colours.

To be able to mix primary colours to create secondary colours.

To be able to create light and dark shades of colour.

To be able to produce art based on the work of Kandinsky.



St. Cecilia's Catholic Primary School

Topic Map: Year 2 , Autumn Term 1



## History: The Great Fire of London

### Enquiry Question: What can we learn from the Great Fire of London?

#### The children will:

Learn the basic facts of the Great Fire of London—when and where it happened.

Explore how the fire began and why it spread so fast, considering the materials and conditions in London at the time.

Learn about the methods used to fight the fire and why they were not very effective.

Explore what happened after the fire and how it affected the city and the people.

Examine different sources of evidence, such as Samuel Pepys' diary, paintings, and eyewitness accounts.

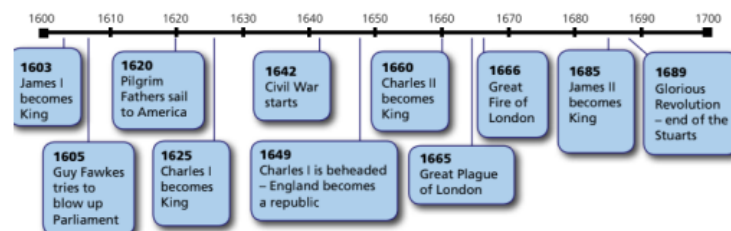
Investigate the long-term impact of the fire on how cities are built and protected from fires.

#### Crucial Knowledge children must remember:

- The Great Fire of London started in 1666 in a bakery on Pudding Lane and burned for four days.
- The fire spread quickly because most houses were made of wood and the weather was dry with strong winds.
- People tried to stop the fire using buckets of water and fire hooks, but these methods were not very effective.
- The fire destroyed a large part of London, including homes, businesses, and St Paul's Cathedral.
- Samuel Pepys' diary and other sources give us information about the fire and how people reacted.
- After the fire, London was rebuilt with safer materials like brick and stone, and new fire safety laws were introduced.

#### Main events and where they fit:

Time-line of the fire



## Physical Education:

### Dance

Begin to provide feedback using key words.

Copy, remember, repeat and create dance phrases.

Describe how my body feels during exercise.

Show a character and idea through the actions and dynamics I choose.

Use counts to stay in time with the music.

Work with a partner using mirroring and unison in our actions.

Show confidence to perform

### Gymnastics

Begin to provide feedback using key words.

Be confident to perform in front of others.

Perform the basic gymnastic actions with some control and balance.

Plan and repeat simple sequences of actions.

Use directions and levels to make my work look interesting.

Use shapes when performing other skills.

Work safely with others and apparatus

## Religious Education:

### Branch 1 – Creation and Covenant

The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17)

Psalm 139 in praise of God's Creation of each of us and his love for us.

God's creation, human dignity and the covenant with His people.

## Computing

In Autumn term you will learn:

**Computer science:** Bee-Bots

**Online Safety:** Curiosity Tellers

Internet Traffic Light, Managing Device

Distractions. Words Can Help or Hurt

**4. Pause & Think Online**

**5. Words Can Help or Hurt**

## Class Read:

**Title:** George's Marvellous Medicine (Roald Dahl)

**Curriculum links:** PSHCE, Science

**Writing opportunities:** Narrative writing, poetry and letters.

## Mathematics:

### Unit 1: Numbers to 100

Numbers to 20  
Count in 10s  
Count in 10s and 1s  
Recognise 10s and 1s  
Build a number from 10s and 1s  
Use a place value grid  
Partition numbers to 100  
Partition numbers flexibly within 100  
Write numbers to 100 in expanded form  
10s on a number line to 100  
10s and 1s on a number line to 100  
Estimate numbers on a number line  
Compare numbers (1)  
Compare numbers (2)  
Order numbers  
Count in 2s, 5s and 10s  
Count in 3s

### Unit 2: Addition and Subtraction (1)

Fact families  
Learn number bonds  
Add and subtract two multiples of 10  
Complements to 100 (tens)  
Add and subtract 1s  
Add by making 10  
Add using a number line  
Add three 1-digit numbers  
Add to the next 10  
Add across a 10  
Subtract across a 10

### Unit 3: Addition and Subtraction (2)

10 more, 10 less  
Add and subtract 10s  
Add two 2-digit numbers – add 10s and add 1s  
Add two 2-digit numbers – add more 10s then more 1s  
Subtract a 2-digit number from a 2-digit number – not across 10  
Subtract a 2-digit number from a 2-digit number – across 10  
How many more? How many fewer?  
Subtraction – find the difference  
Compare number sentences  
Missing number problems  
Mixed addition and subtraction  
Two-step problems

## English Writing: A River Unit 1

Narrative: Circular Narrative. Purpose: To narrate

Recount: Letter. Purpose: To inform

**Grammar (Word)** : Build on previous units & focus on:

- Use of the Suffixes –er & –est in adjectives
- Learn how to use -ly in Standard English to turn adjectives into adverbs
- Develop understanding of regular plural noun suffixes -s or -es

**Grammar (sentence):**

Build on previous year & focus on:

- Subordination (using when, if, that, because) Co-ordination (or, and, but)
- Expanded Noun Phrases for description and specification
- Learn that the grammatical patterns in a sentence indicate its function as a question or command

**Grammar (text)**

Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing

**Punctuation:**

Build on previous units & focus on:

- Use of capital letters, full stops and question marks to demarcate sentences
- Use apostrophes to mark singular possession in nouns

**Comprehension. Steps to Read: The Great Fire of London.**

## Science: Animals Including Humans

- 1. Describe the needs of animals for survival
- Careers connected to the human body: doctor, nurse, massage therapist, personal trainer, theatre technician
- 2. Describe the needs of humans for survival
- 3. Explore the importance of eating the right food
- 4. Describe what a healthy, balanced diet looks like
- 5. Investigate the impact of exercise on our bodies
- 6. Investigate hygiene

## Music

Pulse, Rhythm and Pitch

Children explore further the elements of pulse, rhythm and pitch in music and how they work together