

RSHE –

Physical health and wellbeing: What keeps me healthy?

Pupils learn:

- about eating well
- about the importance of physical activity, sleep and rest
- about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well.

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?

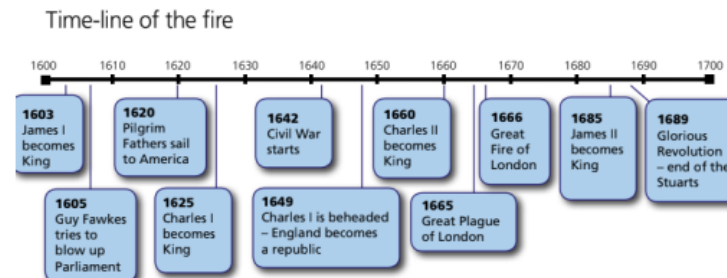
The children will:

- 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:



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:

Year 2 Branch 1 – Creation and Covenant

Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).

Understand the term 'stewardship' and what it means for caring for God's world.

Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.

Class Read: Coming soon!

Computing

In Autumn term you will learn:

Computer science: Bee-Bots

Online Safety

Word processing & functional skills: Digital books

Creating media: digital photography

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