Year 2 — Autumn — Half Term 2

Fire and Ice

Description:

Fire: The Great Fire of London We will be looking at a significant event in history that led to changes (the rebuilding of London). We will look at a range of evidence and explore how different sources give us an insight into what happened in the past.

Ice: The children will follow clues to discover a nest of dragon's eggs. We will need to research dragons from stories to help to care for the eggs until they are returned to their parents and become 'Dragonologists'.

Values:

Friendship

As readers, we will: develop reading fluency and prosody. With comprehension we will:

- **Draw upon the vocabulary to understand the text.**
- **Make inferences from the text.**
- **Predict what might happen based on the information from the text.**
- **Explain preferences, thoughts and opinions about the text.**
- **Identify and explain the key features of fiction and non fiction texts.**
- **Sequence the key events of the story.**

Quality Texts we listen to, to inspire us:

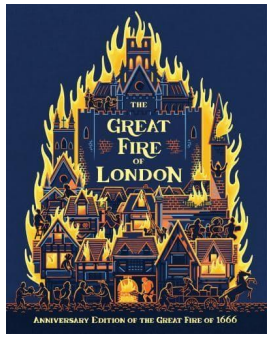
The Baker's Boy – J.V Jones

The Great Fire of London—Emma Adams

Snow Dragon – Vivian French

Tell me a Dragon – Jackie Morris

Dragon Machine – Helen Ward



As writers, we will:

- **Use a range of literature as a stimulus for different styles of writing (including a letter, a story and a poem) to encourage a 'writer's voice' which adds drama, atmosphere or information.**
- **Orally create, rehearse and write sentences to describe the parts of a dragon., the story setting and the events of the Great Fire of London.**
- **Use noun phrases to add description and to enrich our writing.**
- **To segment words into graphemes ,spelling many correctly and making phonically-plausible attempts at others and to spell many common exception words.**

Key vocabulary we will use:

Verb, Adjective, Noun phrase, Adverb, Preposition

Conjunction, Statement, Question, Command

Exclamatory sentence, Comma, Edit.

Must Haves: **Full stops Capital letters Finger spaces Use sound mat Careful spelling Neat handwriting**

As mathematicians, we will:

Fluency

- **Develop our understanding of addition and subtraction so that we are confident to reason mathematically and problem solve. Learn how to subtract using concrete materials and a range of strategies to solve addition and subtraction problems including unstructured numberlines, partitioning, columns without renaming, columns with renaming and mental methods (doubling, halving, near ten).**

Shape

- **Explore and name 3D shapes**

Key vocabulary we will use:

Addition: plus, altogether, total, equals, double, more count on, number line, tens, units, partition, addition, column .

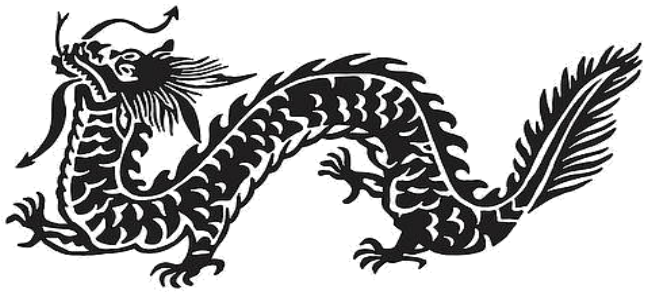
Subtraction: take away, less, minus, subtract, difference how , count back, count on, partition, tens, units

3D shapes:

Cone, cuboid, pyramid, sphere, cylinder, cube, triangular prism, tetrahedron, face, edge, vertices.

As artists, we will:

- **Investigate warm and cool colours on a colour wheel and create dragon's eyes and Chinese Dragon paintings using these colours.**
- **Create a peep-hole Great Fire of London picture using different tonal techniques.**
- **Create a collaborative ice sculpture using natural materials.**
- **Use a range of art vocabulary.**
- **Know that different forms of art work are made by artists, craftspeople and designers from all cultures and times.**
- **Express opinions about works of art.**
- **Talk about the materials, techniques and art processes I have used when drawing, painting or creating.**



Vocabulary

- **Art terms**

Colour, pattern, design, review, evaluate, colour, texture, join, cut, fix, shape, line, shape, form, space, line.

- **Fire and Ice**

Horizon, dab, patches, press, print, blocks, above, below. smudge, flick, hatching, cross hatching, shading, stippling, texture, vertical, horizontal, foreground, middle ground, background. Abstract.

Wax relief, watercolour, warm, cool, colour wheel.

As historians, we will:

Historical enquiry:

- **Gather information from simple sources.**
- **Explain events and actions rather than just retell the story.**
- **Chronology: Use phrases to describe intervals of time, e.g. before, after, at the same time,**
- **Identify similarities and differences between life at different times.**
- **Explain why places change and the results.**
- **Ask questions and find answers choosing sources appropriately.**

Cause and consequence:

- **Describe in simple terms the causes of an historical event offering examples of its results.**

Historical interpretation:

- **Identify and talk about differences in accounts relating to people or events both from the time and from the present.**
- **Historical Significance: recognise and talk about who was important, e.g. in a simple historical account.**

Vocabulary

1-Past, present, order, chronology, time line,

2-different, effect, portrait, costume

3-materials, fire hooks, leather buckets, squirts,

4- equipment, order, chronological, time, change, improve, effective

5- Samuel Pepys. Primary, secondary information, eye witness, reliable, evidence

6-change, affect, effect, build, architect, materials,

As scientists, we will:

- **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**
- **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**
- **Ask simple questions and recognise that they can be answered in different ways.**
- **Use my observations and ideas to suggest answers to questions.**
- **Gather and record data to help in answering questions.**
- **Perform simple tests.**
- **Use simple measurements to gather data.**

Vocabulary

Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil

Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/ not transparent, sticky/not sticky

Verbs associated with materials: crumble, squash, bend, stretch, twist

Senses: touch, see, hear, smell and taste

In RE we will learn:

- Recognise that Incarnation is part of the 'Big Story' of the Bible.
- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

Vocabulary

Bible Advent God Belief Christians Celebrate Festivals Traditions Bethlehem Gold Nazareth Frankincense Gabriel Worship Manger Thankfulness Incarnation Nativity Myrrh Vestments

In Computing we will:

- **Revise** writing simple algorithms and exploring how different algorithms can complete the same task when using the Beebot.
- Spot bugs in their algorithms and to correct them.
- Write more complex algorithms to meet a provided set of requirements. (E.g. to put out fires at specific houses.)
- Write accurate algorithms, debugging them and predicting their route around London.

Vocabulary

Route, algorithm, bug, program,

Directional vocabulary: left, right, forwards, backwards, straight on, turn.

In PE we will learn to:

- **Create freeze frames**
- **Link freeze frames**
- **Show expression through faces and exaggerated movements.**
- **Create own sequences**
- **Perform together with good timing**
- **Improve their sequences, taking on feedback**
- **Reflect on what they like/ could improve**
- **Think about using cannon (one after another)**
- **Think about using unison (all at the same time)**

Vocabulary

Repeat, rhythm, pattern, space, footwork

In PSHE, we will learn:

Valuing Differences

Being kind and helping others

Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.

What makes us who we are?

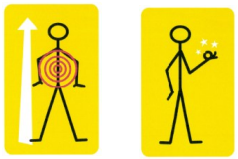
Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.

Listening Skills

Give a few examples of good listening skills including Looking, listening cooperate making eye contact, nodding head, making positive noises, not being distracted; Explain why listening skills help to understand a different point of view.

Vocabulary

Kindness, unkindness, feelings, respect, similar, difference, same, different, strengths, special, unique.

Emotional Wellbeing - Trick Box:

- Stand Tall
- Magic Circle