

Term 1

Weeks 1-15

Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities Home Learning	Supporting Texts
Great Fire of London Diary Recording in the studio.	Record an extract from a diary written on the night of the fire.	<ul style="list-style-type: none"> Plotting events on a timeline Ordering dates and times Time connectives Full stops and capital letters History of the Great Fire of London 	English History Grammar ICT	1 & 2	<ul style="list-style-type: none"> Disasters & Triumphs, which one was it? Timeline of disasters and triumphs. GFoL timeline of events. GFoL PowerPoints. GFoL videos. GFoL Purple mash timeline. Descriptive writing of the GFoL. GFoL videos. Newspaper reports – Purple mash. Written broadcasts 	The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams
		<ul style="list-style-type: none"> Adjectives for descriptive writing Full stops and capital letters History of the Great Fire of London 	Grammar English History	2		
		<ul style="list-style-type: none"> Writing to inform History of the Great Fire of London Full stops and capital letters Time connectives 	English History Grammar ICT	3		
		<ul style="list-style-type: none"> History of the Great Fire of London Full stops and capital letters Time connectives Debating pros and cons 	Grammar English History Drama	4		

		<ul style="list-style-type: none"> Using persuasive language Full stops and capital letters Using connectives to extend sentences Diary writing Time connectives/variety of sentence starters Becoming a character in role Drawing upon knowledge: History of the Great Fire of London Full stops and capital letters Handwriting Recording the diary entries in the TV studio Becoming a character in role Spoken language: projecting our voice, clear diction 	Grammar English History Drama English History Drama ICT	5 6 & 7	live from the scene. <ul style="list-style-type: none"> Debate: Was the GfOL a complete disaster? For and against debate. Videos of diary entries. Hot seating a survivor. Practising and recording the diary entry. Sharing the diary entry with peers, developing voice, emotion and character	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Healthy Living Programme based around the Schools dining service.	Create a healthy living programme to encourage children at Westclyst to live a healthy life.	<ul style="list-style-type: none"> Understanding what healthy and unhealthy lifestyle means Forming a balanced diet and lifestyle 	Science PSHE D & T ICT	3 & 4	<ul style="list-style-type: none"> Healthy Eating taste test. Creating a balanced diet using the food groups. Purple 	

		<ul style="list-style-type: none"> • Food groups and knowing how each of them impacts on our body • Letter writing 	Science PSHE	5 & 6	<p>mash - food plan.</p> <ul style="list-style-type: none"> • Food diary. • Designing a healthy balanced lunchbox. 	
		<ul style="list-style-type: none"> • Spanish- Food, exercise, parts of the body • Pronouncing words correctly • Forming sentences verbally and written in Spanish 	Science MFL PSHE ICT	6 & 7	<ul style="list-style-type: none"> • LanguageNut. • Practising of pronouncing words. 	
		<ul style="list-style-type: none"> • Drawing upon knowledge to create a healthy living programme • Capital letters and full stops • Features of instructional writing • What is a dining service? 	Science PSHE English	2-7	<ul style="list-style-type: none"> • Creating a programme – discussing what features should be included. • Comparing to other written programmes. • Dining Service. 	
		<ul style="list-style-type: none"> • P.E. – Circuits. • Improving in PE and working on performance • Importance of warming up and cooling down 	PE Science	2-7	<ul style="list-style-type: none"> • Circuits – sequence of activities. • Understanding why we should warm 	

					up and cool down.	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Building Tudor Houses to rein act the Great Fire of London.	Which are the most appropriate materials to use to build the houses, based on how they would've been during the GFoL?	<ul style="list-style-type: none"> • What is a Tudor house? • Features of a Tudor house, and how we could make one 	History D & T	1	<ul style="list-style-type: none"> • Design a Tudor house and know what it is made out of. 	The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams
		<ul style="list-style-type: none"> • Understanding the impact, the Tudor houses had on the GFoL • History of the GFoL 	History D & T	2	<ul style="list-style-type: none"> • Plan how to make a Tudor house. 	
		<ul style="list-style-type: none"> • Building our Tudor houses – base of the house and the beams 	History D & T	3	<ul style="list-style-type: none"> • Discussing the features of a Tudor house. • Studying the streets during the GFoL. 	
		<ul style="list-style-type: none"> • Building our Tudor houses – adding straw for the roof 	History D & T	3 & 4	<ul style="list-style-type: none"> • Looking at structure and design plans. • Comparing against photographs of Tudor houses. 	
		<ul style="list-style-type: none"> • Building our Tudor houses – including the windows 	History D & T	4	<ul style="list-style-type: none"> • Looking at structure and design plans. 	

		<ul style="list-style-type: none"> Building our Tudor houses – setting the houses alight 	History English PSHE	5	<ul style="list-style-type: none"> Comparing against photographs of Tudor houses. Looking at structure and design plans. Comparing against photographs of Tudor houses. Understanding the feelings behind losing their belongings. Cross-section use of escape boats. 	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Designing and building Escape Boats.	Which are the best materials to make our escape boats?	<ul style="list-style-type: none"> Materials, properties and their use Recording and analysis of data 	Science History Grammar	2	<ul style="list-style-type: none"> Conducting an investigation. Recording data. 	The Great Fire of London: Anniversary Edition of the



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		<ul style="list-style-type: none"> • Full stops and capital letters 	Science	3	<ul style="list-style-type: none"> • Reading and interpreting data. 	Great Fire of 1666 by Emma Adams
		<ul style="list-style-type: none"> • Man made vs. Natural • Materials, properties and their use 	Science Grammar	4	<ul style="list-style-type: none"> • Concluding an investigation. • Sorting properties and materials. • Exploring what objects are made of. 	
		<ul style="list-style-type: none"> • Floating and sinking • Recording and analysis of data • Predictions and conclusions • Weight – heavy and light 	D & T Science	5	<ul style="list-style-type: none"> • Conducting an investigation. • Recording data. • Reading and interpreting data. • Concluding an investigation. 	
		<ul style="list-style-type: none"> • Designing an escape boat • Selecting appropriate materials based on the science investigation. 	D & T	6	<ul style="list-style-type: none"> • Looking at structure. • Selecting materials. 	
		Building our escape boats			<ul style="list-style-type: none"> • Looking at structure and 	

					<p>following a plan.</p> <ul style="list-style-type: none"> Comparing against photographs. 	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Spelling	Building spelling and vocabulary	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Using National Curriculum and Read Write Inc book spellings. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling Common homophones and silent letters High frequency words Dge sound Le, al, el endings 	Grammar	1-14	<ul style="list-style-type: none"> Morning activities- creating words with phonics blocks, missing letter cards, focused phonics work. Spelling RWI books Use of word books 	RWI Booklets
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Maths		<ul style="list-style-type: none"> Number bonds - Recognising which numbers add together to make a number to 10, 20 and 100 		1		



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		<ul style="list-style-type: none">• Place Value – Recognising thousands, hundreds, tens, and units• Odd and Even Numbers – Recognising whether a number is odd or even based on what the number ends in• Ordering and Sequencing Numbers – Recognising the pattern in the sequence• Subtraction – Subtracting 1 digit numbers from 1 digit numbers, 1 digit numbers from 2 digit numbers, 2 digit		2 3 4 & 5 5 & 6		
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		<p>numbers from 2 digit numbers</p> <ul style="list-style-type: none"> • Addition - Adding 1 digit numbers from 1 digit numbers, 1 digit numbers from 2 digit numbers, 2 digit numbers from 2 digit numbers • Doubling and Halving • Measures – weight 		<p>6 & 7</p> <p>9-10</p> <p>11-12</p>		
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Spanish		<ul style="list-style-type: none"> • Spanish Numbers 1 – 10 	MFL	2&3	<ul style="list-style-type: none"> • LanguageNut. • Number bean bag game, 	

		<ul style="list-style-type: none"> Spanish Colours 		4&5	working in groups. <ul style="list-style-type: none"> LanguageNut. Matching colours. Asking peers what their favourite colour is in Spanish, and developing conversation in Spanish. 	
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RE: Resolving Conflicts.	Investigating the question: What can religious stories teach us?	<ul style="list-style-type: none"> Understand why conflict occurs when ideas, beliefs and attitudes clash. Learn how to resolve, avoid and work through conflict to achieve peace. Building friendships with those who hold different beliefs. 	PSHE History RE PSHE RE PSHE RE Geography	4 5 6,7	<ul style="list-style-type: none"> Sharing games. 'What do you think?' Points of view activity. Investigating the question: 'What does it mean to be fair?' Friendship circle. 	

		<ul style="list-style-type: none"> Develop skills and attitudes that are essential in a globalised world. 			<ul style="list-style-type: none"> Link to Luke 12:13-21. Retell part of the story of Muhammad (pbuh) and the Crying Camel using words of pictures. Link with dealing with conflicts. Story of religious Tolerance: Goddess Kshira Bhavani & Vivekananda 	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
WW2 Theme Day (Day to be held at the beginning of Autumn Term 2)	Spend a day recreating the life of a school child during WW2.	<ul style="list-style-type: none"> What was WW2? Why did it happen? Comparative writing: School in the 1940s and today. Pros and cons. 	History Maths English History	6 6&7	<ul style="list-style-type: none"> Disasters and Triumphs Timelines Dates Visitor describing school life in the 1940s. 	My Secret War Diary, by Flossie Albright: My History of the Second World War 1939-1945

		<ul style="list-style-type: none"> Prepare whole school assembly for WW2 Theme Day. Speaking to an audience. 	English Drama	7	<ul style="list-style-type: none"> Debate of pros and cons. Role play Hot Seating 	
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Interviewing a WW2 Evacuee	Create an interview script as if a journalist	<ul style="list-style-type: none"> Letter Writing to the Museum Using commands, statements, questions and exclamations. Why do we wear a poppy? 	History English PSHE Grammar	9	<ul style="list-style-type: none"> WW2 diaries Espresso Videos Looking at formal and informal letter writing 	My Secret War Diary, by Flossie Albright: My History of the Second World War 1939-1945
		<ul style="list-style-type: none"> Making poppies Remembrance Poems (Acrostic) Writing questions to ask the real WW2 evacuee. Verbs 	Art and Design English Grammar	10	<ul style="list-style-type: none"> Using the internet to practise research skills Using question marks 	
		<ul style="list-style-type: none"> Trip to Tiverton museum/ Exeter museum. What did you learn from interviewing the evacuee? Writing to persuade: The Army and the Land Girls 	History English	11, 12	<ul style="list-style-type: none"> Collage Rhyme and rhythm Listening to/reading WW2 poems 	



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		<ul style="list-style-type: none">• Evacuee Debate	English History	13	<ul style="list-style-type: none">• Interview techniques – hot seating	
		<ul style="list-style-type: none">• Life as an evacuee• Evacuee Letter Planning and Writing	History English Grammar	14	<ul style="list-style-type: none">• Taking questions to ask the evacuee.• Reflecting on our trip• Writing to persuade men to join the war effort and women to become land girls. • Word work – changing sentences from the present to past tense.• Hot seating• Videos on Espresso	