

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----



Long-term overview for HISTORY

YEAR 2

What lessons have we learnt from the Great Fire of London?

Know why the fire burnt for many days

Know how fire fighting equipment has changed over the years

Know why we know the fire actually happened

Know why different types of fire creates problems even today

Know what people learnt from the fire and how it improved London

Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

Interpretation & Significance

- Recount historic details from eye-witness accounts, photos and artefacts
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found they found out

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Addition and subtraction within 20 Making equal groups Making equal rows Making doubles Sharing equally	Children have begun to explore comprehension style questions using the VIPERS format. Continued to explore a range of texts in lessons.	Children have been introduced to expanded noun phrases and have explored fictional stories. Children have begun to edit and evaluate their writing with support.	Participate in discussion about what is read to them, taking turns and listening to what others say.	Animals, including humans <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions 			

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----

Pre & post assessments	Week 2 Multiplication and division pre assessment		Pre assessment - Cold task				Cold task:	LQ: How do animals and humans survive? Outline of a human and animal - show what you think each thing needs to survive.
	Week 2 - Subtraction post assessment Week 7 - Multiplication and division post assessment		Post assessment - Hot Task				Hot Task:	
Unit assessment		VIPERS comprehension	Hot Task				Cold/ hot task	
1	Subtracting 2 digit numbers and recap Subtraction - renaming practical Subtraction - renaming	Whole class comprehension (Willie Whiskers) L1-How can I explore new vocabulary in the text?	Cold Task - Writing an escape story LQ: How can I explore the model text? freeze frames	LQ: What facts do I know about Great Fire of London?	LQ: How do animals and humans survive? label what baby needs to grow into adult and write about a			

		<p>L2 - How can I explore the text orally?</p> <p>L3 - How can I explore the text in more detail + guided group?</p>	<p>LQ: How can I put verbs into the past tense?</p>		<p>healthy, balanced diet.</p>			
2	<p>Subtraction - renaming</p> <p>Mixed addition and subtraction</p> <p>Multiplication and division pre assessment</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>	<p>LQ: How can I story map 'Vlad and the Great Fire of London'?</p> <p>LQ: How can I describe a character?</p> <p>LQ: How can I generate powerful vocabulary?</p> <p>LQ: How can I create descriptive sentences?</p>	<p>Introduce vocabulary linked to Great Fire of London.</p>			<p>LQ: What do animals and humans need to survive?</p> <p>Build knowledge of essential and non-essential things that humans and animals need to survive.</p>	

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP		
-------	-----	-------	----------	-----------------------------	--	-----	--	--

3	<p>Equal group 2 times table To be able to understand that multiplication is the same as repeated addition of equal groups.</p> <p>LQ How can you find out how many by making groups? Making and adding equal groups of objects</p>	<p>Whole class reading VIPERS</p> <p>LQ: How can I explore new vocabulary in a text?</p> <p>LQ: How can I orally explore a text in more detail?</p> <p>LQ: How can I explore a text in more detail?</p>	<p>LQ: How can I use subordinating conjunctions?</p> <p>LQ: How can I plan and innovate my story?</p> <p>Hot Task Escape story</p> <p>LQ: How can I edit my hot task?</p>	<p>Understand how we refer to the first, second and third person when speaking</p> <p>LQ: How can I use the first, second and third person in conversation with my group?</p>	<p>LQ: How do humans grow?</p> <p>To understand how humans change from babies to adults. Observe and measure height growth in children over the school year (measure and record at the start of each new science unit)</p>			
4	<p>5 times tables 10 times tables To be able to understand and learn the 2 and 5 times table.</p> <p>Making equal groups and spotting patterns.</p> <p>LQ How can we write down our</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p>	<p>Hook - Samuel Pepys diary</p> <p>LQ: How can I explore the features of a diary?</p> <p>LQ: How can I text map the model text?</p>		<p>LQ: How does an (animal) change over time?</p> <p>Identify which young animals belong to which parents, and to understand that animals produce</p>			

	equal groups?	Grapheme hunter			offspring. Identify life cycles of animals. Create a life cycle wheel to show how a chosen animal changes as it grows.			
--	---------------	--------------------	--	--	---	--	--	--

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----

5	<p>Multiply by 2, 5 and 10</p> <p>Solve word problems</p> <p>Chapter consolidation</p> <p>To be able to solve word problems using multiplication facts from the 2, 5 and 10 times tables.</p> <p>LQ How will you solve the problem using what you know?</p>	<p>Whole class reading VIPERS</p> <p>LQ: How can I explore new vocabulary in a text?</p> <p>LQ: How can I orally explore a text in more detail?</p> <p>LQ: How can I explore a text in more detail?</p>	<p>LQ: How can I use subordinating conjunctions in my writing?</p> <p>LQ: How can I use expanded noun phrases in my writing?</p> <p>LQ: How can I punctuate my sentences correctly?</p>					<p>LQ: How does what we eat affect our bodies?</p> <p>Research different types of food and discuss children's ideas about why each of them is important.</p> <p>Know what food we need to keep us healthy and why.</p> <p>Discuss hygiene when dealing with food and the importance of brushing our teeth.</p> <p>Create a healthy meal plan for Chef Phil.</p>
---	---	---	---	--	--	--	--	---

6	<p>Divide by 2, 5 Divide by 10 To be able to understand that grouping is a way of dividing and use the division (\div) and equals (=) signs</p> <p>LQ How will you arrange the objects to make equal groups?</p>	<p>Carousel reading:</p> <p>Picture Inference</p> <p>Guided group</p> <p>Exploring vocabulary</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p>	<p>LQ: How can I plan my diary entry?</p> <p>Hot Task Diary recount</p> <p>LQ: How can I edit my diary recount?</p>		<p>LQ: Why is exercise good for the body?</p> <p>Think about the body's needs and how exercise is important to the body.</p> <p>Healthy hearts investigation - record and monitor heart rate when carrying out a number of physical</p>			
7	<p>Multiplication and division families To be able to understand that sharing is a way of dividing and discover the relationship between division and multiplication</p> <p>LQ How will you make a family of facts?</p>		<p>Christmas Poetry</p>					

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP		
-------	-----	-------	----------	-----------------------------	--	-----	--	--

End of unit assessment	Multiplication and division assessment		Hot Task		Post assessment task: Children to revisit their task from week 1 and show how their learning has developed.			
------------------------	---	--	----------	--	--	--	--	--

	Geography	History	DT	Art	Computing	RE/PSHE
Prior Learning		Children have learnt about old and new in our local environment, Victorian times, as well as changes over the lives of their grandparents and parents.	In year 1 children have learned joining techniques for sewing and sticking.		Children have studied algorithms and used scratch as a programming tool as part of the 'we are astronauts' unit	Children have studied Judaism in Autumn term and they have looked at significant celebrations. Judaism study continued through a focus on religious stories.
Pre & post assessments		Title Page - Inference using picture of GFOL - using a historical source	Pre-assessment - strengthening paper.			

		Using a historical source - picture of Samuel Pepys' diary - show all learning on a mind-map	Post-assessment - building and evaluating own structure.			
Unit assessment		Return to Title Page - update inference picture with new learning.	Assessment of use of joins in structure.		End of unit assessment	
1		Great Fire of London - Hook / Graffiti Wall - V.I.V Great Fire of London - Title Page / Cold Task	LQ: How can I compare buildings in London today and from 1666?		LQ: How can I explore the addition game?	
2	Exploring London on a map	LQ: How was London different in the past? LQ: How is life in 2023 different from 1666?	LQ: What will help me strengthen paper and cardboard?		LQ: How can I explore the tennis game?	
3	Exploring London on a map including locating River Thames	LQ: In which order did the events in the Great Fire occur?	LQ: What different joins can I explore?		LQ: How can I explore the duck shoot game?	Collective worship Diwali

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----

4		LQ: How do we know about the Great Fire? Unit Assessment	LQ: How will I design my tall structure inspired by a London building?		LQ: How can I create my own game and simple algorithm?	
5		LQ: How did London change after the Great Fire?	Tudor Houses - Parent Workshop LQ: What resources will I use to build my structure?		LQ: How can I code a game?	
6		LQ: How will I describe London before, during and after the Great Fire?	LQ: What resources will I use to build my structure?		Computing Skills - Typing	Collective Worship Hanukkah
7		End of unit assessment	LQ: Can I evaluate my structure?		N/A - End of term topic activities	Collective worship Christmas

End of Unit assessment					Check: do children understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions?	
------------------------	--	--	--	--	--	--

	Music	PSHE	PE	
			Games	Gymnastics
Prior Learning	Know that musical instruments can be used to create different effects, and evoke emotions	Zones of Regulation	Hockey Unit covered in year 1	Narrow and curled rolling Balancing and spinning on points and patches Pathways - small and long
Pre & post assessments	Discussion to find out what orchestral instruments the children already know about.	Safety Cold Task - Label risks at home in picture	Children play a game of Hockey to see what prior learning they have of the sport.	Can children travel in a zigzag, straight and curved line?

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----

		Circle time - discussing risks in everyday life	Children play the same game. Teachers will review their performance in comparison with week 1.	Compare travel in zigzag curved and straight line to week 1.
Unit assessment	Group Compositions	Fire Safety Mind Map		
1	Lesson 1: The Three Bears Listen to and analyse an orchestral version of a traditional story	Safety Cold Task - label risks at home in picture	Hockey - Introduction into the game of Hockey. The children will familiarise themselves with a stick. Learning how to hold and travel around with it. Moving onto working with the ball. LQ: How many hands do we use on the Hockey stick and where are they positioned?	How to use the gymnastics equipment safely and how to enter the gym hall.
2	Lesson 2: The Snow Queen Listen to and analyse a film musical version of a traditional story	Why do we have rules?	Hockey - Working individually the children are going to travel slowly around the astro-turf keeping the ball close. Looking into changing direction, keeping head up looking for space. LQ: When travelling with the ball what must we do?	<ul style="list-style-type: none"> • Jump with a 90 degree turn • Turn through 180 degrees • Jump through 180 and 270 degrees from a standing start

3	<p>Lesson 3: Red Riding Hood</p> <p>Select appropriate sounds to match events, characters and feelings in a story</p>	What are risks?	Hockey - Working with a partner can children begin to travel around the astro-turf (passing and moving). Can the children then move towards goals and shoot into an empty net. LQ: When you pass the ball what should you do next?	<ul style="list-style-type: none"> • Create a sequence in zig zag pathways • Demonstrate variety in my movements • Perform with clear starting and finishing positions
4	<p>Lesson 4: Jack and the Beanstalk</p> <p>Write a play scrips and select appropriate musical sounds to accompany it</p>	How do I keep myself safe?	Hockey - Children will gain the knowledge of how to defend. Introducing tackling. LQ: What do we need to do in order to gain possession of the ball from the opposition?	<ul style="list-style-type: none"> • Demonstrate zig zag and straight pathways in my sequence work • Perform with control and adaptations to my original work • Work at all 3 levels
5	<p>Lesson 5: Super Storytellers</p> <p>Perform a story script with accompanying music</p>	What is fire safety?	Hockey - Children will be introduced to dribbling/ shooting. Can the children travel around the pitch effectively negotiating space and shooting using both dribbling and passing? LQ: What must we do in order to move with the ball?	<ul style="list-style-type: none"> • Perform a sequence of moves in a curved pathway • Improve my work by acting upon feedback

Year:	Yr2	Term:	Autumn 2	Learning Challenge question	What lessons have we learnt from the Great Fire of London?	MTP
-------	-----	-------	----------	-----------------------------	--	-----

6	Revisiting aspects of the topic that require consolidation	How do I stay safe at home?	Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting?	<ul style="list-style-type: none"> • Travel backwards and sideways as part of a sequence • Link my movements together well
7	Assessment	How can I stay safe at school?	Children are going to play a 7 v 7 game linking all prior learning to the game. Teachers to assess learning against the national curriculum. LQ: What are three attacking and three defensive rules of the game of Hockey?	<ul style="list-style-type: none"> • Perform a variety of moves on floor and apparatus using different pathways • Make my sequences flow
End of Unit Assessment	Compose a piece of music to tell or accompany a story, choosing appropriate instruments to represent various timbres	Fire Safety Mind-map	Hockey - All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending.	

