

## Art

Select particular technique to create a chosen product and develop some care and control over materials and their use.

### **Technique:**

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk

Control the types of marks made with the range of media.

Experiment with basic tools on rigid and flexible materials.

## Design Technology

## English

**Core text: Vlad and the Great Fire of London by Kate and Sam Cunningham.**

Possible support materials: Samuel Pepys' Diary

### **Writing objectives:**

Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.

Consider what he/she is going to write before beginning by encapsulating what he/she want to say, sentence by sentence.

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### **Spelling objectives:**

Apply spelling rules and guidance as listed in English Appendix 1.

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others.

Spell by learning new ways of spelling phonemes for which one of more spellings are already known, and learn some words with each spelling, including a few common homophones.

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### **Vocabulary, grammar and punctuation:**

Understand the following terminology: noun, adjective, adverb, verb, tense (past, present).

Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.

Use the past and present tense mostly correctly.

## Geography

Ariel work to identify landmarks and school.

## History

Can use words and phrase like before I was born, when I was younger.

Can use phrase and words like before, after, past, present, then and now in historical learning.

To use words past and present correctly.

Sequencing a set of events in chronological order and give reasons for their order.

Can explain why the local area was different in the past.

Recount some interesting facts from an historical event such as where the fire of London started.

Using historical texts to know about events.

Can explain why Britain has a special history by naming some famous events and some famous people.

London trip/monument

Frank Bailey (Black history)

## Year 2

## Term 1

# London's burning

## RE/ PSHE

### Hinduism – Diwali

- What understanding do Hindus have about God?
- How do stories at Diwali explain about God?
- What is the role of a Hindu temple in a Hindu's life?

## ICT

To be safe online.

To use passwords and keep them safe.

To know private information should not be given out on the internet.

## Science

Ask simple questions and recognise that they can be answered in different ways.

Use simple equipment to observe.

Perform simple tests.

Identify and classify.

Use his/her observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

### Materials

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Maths

### White Rose- Number- place value

Read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two digit number (tens, ones)

Identify, represent and estimate numbers using different representations including the number line.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

### White Rose – Number – Addition and subtraction

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.