

As historians ...

as historians, Year 2 will **make links with prior learning** about how **cultural** and **societal** changes came about following the Great Fire of London. We will develop our understanding of what London was like in the **past**, the impact of the GFOL and the subsequent changes that happened. We will use **historical sources** to look at evidence of what happened throughout the GFOL and the significant dates. Whilst studying **Samuel Pepys** the children will **make links with prior learning** about historical events and significant people including Guy Fawkes and Florence Nightingale.

As scientists...

we will be exploring the uses of **materials** and investigating them looking at individual properties. They will be identifying and comparing the suitability of a variety of everyday **materials**, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will investigate and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In Jigsaw we will be learning about... being me in my world and celebrating difference.

In RE we will be learning about... temptation and resistance, right and wrong. How do Christians celebrate Christmas?

As geographers...

the children will know and identify the **physical** and **human** features of their local area. They will be learning how to use a map, including digital/computer mapping, to identify the features of their local area. They will be able to describe a familiar **place** using their knowledge of **physical** and **human** features. **The children will make links with prior learning about the physical and human** features of the school grounds. They will build on their knowledge of **place** by creating simple maps and routes that include symbols and a key.

Why is our local area special?



Why was the Great Fire of London great?



In the arts...

the children will explore and **evaluate** a range of bread rolls focusing on shaping and flavouring. They will use this knowledge to **design, make** and **evaluate** their own bread roll. They will select from and use a range of tools and equipment to perform practical tasks such as; weighing, mixing, kneading, shaping and baking. **Children will make links with prior learning** of making bonfire food and further develop their knowledge and skills linked to **cooking**. As Artists, the children will develop their **sketching** and **painting** skills through mixing the primary colours to create secondary colours. The children will use mixed media to create artwork influenced by famous paintings of the GFOL. They will develop the ability to describe the differences and similarities between paintings studied and make links to their own work. **Children will make links with prior learning** about colour mixing and learning about the style of buildings in 1666.

In computing...

They will be exploring the great benefits of computing but also learning about the possible pitfalls and how they can keep safe whilst using devices (e-safety).

As writers...

the children will be sequencing and acting out the story of The Enormous Crocodile ready for Roald Dahl Day. They will be writing character descriptions for a lost alien called Beegu. Then the children will listen to the author and illustrator Sydney Smith, on a trip to Hull New Theatre. After this we will write a recount of their trip and innovate one of his books. They will investigate the features of instructional texts and will write their own instructions.

As readers...

the children will be reading Roald Dahl's The Enormous Crocodile and acting out the story. They will be reading Beegu by Alexis Deacon. They will read books by author Sydney Smith before his talk about his writing at Hull New Theatre! They will read an instructional text. During our Great Fire of London topic they will read Vlad and the Great Fire of London.

As mathematicians...

the children will learn and consolidate their number facts to 10. They will learn to estimate the relative position of multiples of 10 on a number line up to 100. Using their knowledge of number facts to 10 to help, the children will add and subtract multiples of 10 to another multiple of 10. They will go on to add 3 numbers together and use efficient ways to do so including making 10 first. They will be taught to add and subtract numbers within 10 fluently and efficiently.