

**ENGLISH**

During this topic there will be lots of both fiction & non-fiction writing opportunities relating to the seaside and The Great Fire.

They will be writing stories, non-fiction texts, descriptions, instructions, poetry and letters and postcards. The key texts will be a wide range of non-fiction books on The Great Fire.

**Grammar Focuses:**

- Using punctuation, (capital letters, full stops & question or exclamation marks.)
- Learning how to use sentences with different forms: statement, question, exclamation, command.
- Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.
- Using correct grammar terminology.
- Co-ordination: using conjunctions (and, or, but) to join simple sentences.

**Handwriting:**

Development of cursive handwriting style, focusing on individual letter formations and baseline joins.

**Spellings:**

Revising sounds from Phase 5 phonics, learning some year 2 Common Exception words, homophones and frequency words.

**RE** (Christianity, Islam & Judaism focus)

**What can we learn from sacred books and stories? How & why do we celebrate significant times? What makes some celebrations sacred to believers?**

**HISTORY** The Great Fire of London

Learning about the key events of the Great Fire & developing an understanding of the ways in which we can find out about the past. Samuel Pepys and his infamous diary will be introduced and children will be comparing and contrasting past and present -day London, as well as looking at how life was different in the 17th century.

**SCIENCE** Materials (Chemistry)

Identifying different materials & comparing their properties which make them suitable for particular uses, such as water buckets to fight the Great Fire. Exploring how some materials can be changed by squashing, bending, twisting & stretching. Learning to plan and conduct simple experiments.

**GEOGRAPHY** Hot & Cold Areas

Identifying and naming seaside towns, landmarks & human and physical features on the coast. Using geographical vocabulary. Identifying the 7 continents, 5 oceans, 4 UK countries (and their capitals) and the UK waters. Considering the coastal environment, its problems and how to sustain/protect it. Using maps, atlases, globes, Google Earth & compass directions. Identifying the equator & the hot & cold regions of the globe.

**FRENCH****Topics during this term will cover:**

Greetings and introductions, saying your age and where you live, Camembear goes to Paris, numbers from 1 to 15, forms of transport, months of the year and the weather.

**MUSIC**

**Ourselves:** Children will discover ways to use their voices to describe feelings and moods and create and notate vocal sounds, building to a performance.

**Toys:** Children will move and play a steady beat and sound sequences, as well as learning to control changing tempo.

**Our Land:** Children will explore timbre & texture as they explore descriptive sounds. They'll be listening to and performing music inspired by myths.

**Our Bodies:** Children will develop a sense of steady beat through using their own bodies. They'll be responding to music and playing rhythm patterns on body percussion and instruments.

**COMPUTING** **E-Safety:** How to stay safe while playing games online. **Searching & Sharing** - searching safely, thinking carefully before sharing & what to do if they are worried or upset while using technology.

**Information Technology Around Us:** Identifying IT and how its responsible use improves our world in school and beyond.  
**Programming:** Creating & debugging simple programmes.

**PSHE**

**Values:** **HONESTY & ACCEPTANCE**

**Relationships:** Exploring the important people in our lives and the ways we can develop positive relationships with them.

**Living in the Wider World:** Learning about the rights we and others have and how these should be respected.

**MATHS****Number: Place Value**

Reading and writing numbers to at least 100 in numerals and in words. Recognising place value in a 2-digit number (T+O). Identifying, representing and estimating numbers using different representations including the number line. Comparing and ordering numbers from 0 up to 100, using <, > and = signs. Using place value & number facts to solve problems. Counting in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

**Number: Addition and Subtraction**

Recalling & using addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Adding and subtracting numbers using concrete objects, pictorial representations, and mentally. Showing the addition of two numbers can be done in any order (commutative) and subtraction cannot. Solving problems with addition and subtraction. Recognising and using the inverse relationship between + and - and use this to check calculations and solve missing number problems.

**Geometry: Properties of Shape**

Identifying and describing the properties of 2D and 3D shapes, including the number of edges, vertices and faces. Identifying 2-D shapes on the surface of 3-D shapes. Comparing and sorting common 2-D and 3-D shapes and everyday objects.

**ART** Abstract Artists

Children will recognise, choose, use & mix primary, secondary and tertiary colours, as well as learning about shades and tints. They'll explore the life and works of 5 key abstract artists (Mondrian, Klee, Pollock, Delaunay and Kandinsky). They'll be working, mainly in paint, to create abstract pieces connecting to FIRE & ICE.

**DT** Vehicles (Fire Engines)

Identifying different types of vehicles and their purposes, and naming parts of a vehicle. Designing and making a working vehicle. Using tools safely. Adding decoration, using a range of materials and paints. Evaluating a finished product.