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|  | | **Croft (Year 2) – Theme = London’s Burning - Medium Term Planning / Autumn 2021**  7weeks and 2 days THEN 7 weeks | | | | | | | | | | | |
| Week  No | **Literacy** | | **Phonics and Reading** | **Maths**  **White Rose** | **History / Geography**  The Great Fire of London | **Science**  Materials | **PHSE**  **Health and well being** | **Computing**  E-safety/  spreadsheets | **RE**  Who am I?  Belonging | **D&T / Art**  Structures  Exploring stability  Kapow | **PE**  Gymnastics and Dance | **Music** |
| 1 | First day back to write about a day in the holidays – Begin to find out where chn are and what they can do.  LO: I can understand and follow instructions.  LO: I know the key features of instructions.  -Imperative verbs  -adverbs  -conjunction  LO: I can write my own instructions about how to keep safe if there was a fire.  I can form lower-case letters of the correct size relative to one another.  I can use spacing between words that reflects the size of the letters.  I can write down ideas and/or key words, including new vocabulary  I can evaluate their writing with the teacher and other pupils  I can re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently | | 2 day week. | 2 day week.  Find out where the children are. Lots of wb work etc.  LO - To read and write numbers. | 2 day week | 2 day week | Class rules and class charter. | 2day week | Circle time – belonging to Croft Class.  Class rules/ posters | 2 day week | LO:  I can move and balance with agility and coordination.  To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context linked to GFL | 2 day week |
| 2 | **PHONICS =** Assess all children.  Tricky words phase 2 – 5  **Guided reading focus** = listening to, discussing and expressing views about non-fiction. | Weeks 1-3  Number: Place Value  LO – I can:  Count forwards and backwards within 20  Tens and ones within 20  Counting forwards and backwards within 50  Compare numbers within 50. | LO:  I know about events beyond living memory that are significant nationally or globally (The Great Firs of London)  Introduce – Use The GFL powerpoint to share info and discuss.  What do the chn know? Want to find out? | 1. LO: 2. I can share what I already know about materials. 3. Create a thought shower, share ideas to improve. 4. What materials were used to build the houses in London? | LO – I can recognise what makes me special | **E safety.**  LO – I understand the importance of keeping personal information private online.  Begin unit by watching hector episodes. | LO – I can explore ways in which I belong.  Children draw label their family. | LO –  • To explore the concept and features of structures and the stability of different shapes    • I can identify natural and man-made structures  • I understand what is meant by stability and can identify when a structure is more or less stable than another  • I know that shapes and structures with wide, flat bases or legs are the most stable | LO:  I can roll with coordination and control. | LO –  I can say and clap the rhythm of my name  I can sing a song and play the pulse using my instrument  I can suggest how to make different sound effects of the song  I can take part in a class performance, singing and, playing the pulse at the same time  Kapow lesson 1 – Once a man fell in the well. |
| 3 | **PHONICS =**  Bug club – phase 5  **Guided reading focus** = listening to, discussing and expressing views about non-fiction.  (reading recipes) | LO – I can:  Count objects to 100  Read and write numbers to 100 in numerals and words  Represent numbers to 100  X 2  Tens and ones using part-whole | LO:  I can talk about how the buildings in London were different in the past.  I can talk about how people travelled differently in London in the past.  I can compare past and present London to say what things are different and similar.  Chn draw past and present pictures of London. | LO - I can identify uses of different everyday materials.  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials | **E safety.**  LO – I understand the importance of keeping personal information private online.  Begin unit by watching hector episodes. | LO – I can explore ways in which I belong.  Look at powerpoint belonging (twinkl) read up to slide 8. Chn to think where they belong. | I know the meaning of the words strength, stiffness and stability  I know there are different ways paper can be folded to improve its strength and stiffness  I can build a strong and stiff structure by folding paper  I can test the strength of my structure | LO:  I can make long thin shapes with my body.  Pretend we are flames burning in the great fire. |
| 4 | LO: I can write a descriptive setting. (describing the streets of London)  listening to, discussing and expressing views about a wide range of contemporary and classic stories and non-fiction at a level beyond that at which they can read independently.  Use the present and past tenses correctly and consistently including the progressive form  form lower-case letters of the correct size relative to one another  expanded noun phrases to describe and specify  learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  - | | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = listening to, discussing and expressing views about stories. | LO – I can:  Addition using tens and ones  Use a place value chart  Compare objects  Compare numbers  Order objects and numbers | LO:  I can use artefects to ask and answer questions.  Look at GFL artefacts – what do you think they are? How were they used? Draw and label. | LO – I can name some of the different feelings I have and describe how I feel. | LO – I can use the search facility to refine searches on Purple Mash by year group and subject | LO – I understand there are a number of religions in the world  Read and talk about different religions | LO –  I know the meaning of the words strength, stiffness and stability  I know there are different ways paper can be folded to improve its strength and stiffness  I can build a strong and stiff structure by folding paper  I can test the strength of my structure | LO:  I can take my weight on my hands and feet.  Making London’s bridge with our body. | LO –  I can copy back a rhythm (pattern) at the right dynamic (volume)  I can use my instrument to play the rhythm of a song without singing  I understand that all instruments have their own timbre (unique sound)  I can change the dynamics and timbre in my performance to alter the emotion of the song  I can use my instrument to keep the pulse when I perform  Kapow lesson 2 = Dynamics and Timbre |
| 5 | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = listening to, discussing and expressing views about stories. | LO – I can:  Count in 2’s  Count in 5’s  Count in 10’s  Count in 3’s  Mini assess | LO:  I can use artefects to ask and answer questions.  LO: I can research an artefact to find out more information.  Use books, IWB, computers. | 1. LO - I can identify and group the uses of everyday materials.   LO -I can record my observations.  To identify and classify the uses of everyday materials, in the context of the local area | LO – I know that Email is a form of digital communication | LO – I understand that religious people feel they belong to a faith. | LO:  I can take my weight on my hands. |
| 6 |  | LO – I can:  Use addition and subtraction bonds to 20  Check calculations  Compare number sentences  Know your bonds  Related facts | LO:  I can describe some ways in which how we live now is different to 1666.  I can describe some ways in which how we live now is similar to 1666.  I can talk about the differences between fire fighters in 1666 and now.  I can talk about some of the jobs that people often did in 1666.  Sort pictures of firefighters then and now | LO – I can talk about things I like that make me feel happy. | LO – I can explain what a digital footprint is | LO – I know that different religious people have different ways of showing they belong to a faith.  Share powerpoint called different beliefs.  Each work focus on:  Clothes  Buildings  Homes | LO  I know that the chair I design for Baby Bear needs to: support Teddy; be strong, stiff and stable  I know how to create joints and structures  I can evaluate my structure according to the design criteria | LO:  I can perform and compete. | LO –  I know that melodies (tunes) can be written down using letters  I can play a melody (tune) from letter notation (letter names)  Kapow lesson 3. Melody |
| 7 | LO:  I can write a poem by adding in my own verse to London burning.  recognising simple recurring literary language in poetry    discussing and clarifying the meanings of words, linking new meanings to known vocabulary | | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = listening to, discussing and expressing views about poetry. | LO – I can  Say my no. bonds to 100 (tens)  Add and subtract ones  10 more, 10 less  Add and subtract 10’s.  Add by making 10 | LO:  I can talk about some of the jobs that people often did in 1666.  List of 17th Century jobs, cut and stick the explanation to the names. | LO - I can compare the suitability of different everyday materials. | LO -I can explain what rows and columns are in a spreadsheet. | LO:  I can perform dances using simple movement patterns.  LO: I can understand how dance can be used to communicate. |
| 8 | LO: To write a description of the fire burning through London.  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  becoming increasingly familiar with and retelling a wider range of stories.  distinguishing between homophones and near-homophones  planning or saying out loud what they are going to write about  writing down ideas and/or key words, including new vocabulary | | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = discussing the sequence of events in books. | :LO – I can:  Add a 2-digit and 1-digit number, crossing 10  X2  Subtraction, crossing 10  Subtract a 1-digit numbers from a 2-digit number-crossing 10  X2 | LO:  I can say how and where the fire started  I can say why it might have spread  I can put the events of the Great Fire in order  Chn to cut and stick events in the correct order on a timeline.  LO:  I can accurately choose some of the sources that historians could use to find out about the Great Fire of London.  I can explain why some historical sources are helpful to find out more about the Great Fire of London.  I can explain why some historical sources are not helpful to find out more about the Great Fire of London.  Chn choose sources of information that are helpful – explain why.  Make a Samuel Pepys fact file. | LO – I can talk about the things that make me unhappy or cross and can suggest ways I can manage/ deal with these feelings. | LO - I can use copying a pasting to help make spreadsheets. | **ART**  **Formal elemants of art**  LO – I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Kapow lesson 1 | LO:  I can use different dance movements to communicate an idea | LO  I can create a melody  I can write my melody down using letter names  I know that writing a melody is called ‘letter notation’  I can play my melody back from the letter names I have written  Kapow lesson 4 – Writing my own melody |
| 9 | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = discussing the sequence of events in books. | LO – I can:  Add 2 2-digit numbers – **not** crossing 10- add ones and add tens.  Add 2 2-digit numbers – **crossing 10**- add ones and add tens.  Subtract a 2-digit number from a 2-digit number, not crossing 10  Subtract a 2digit number from a 2digit number, crossing 10, subtract ones and subtract tens.  Mixed addition and subtraction activity | LO - I can explain how the shapes of objects made from some materials can be changed. | LO – I can use images in a spreadsheet. | LO – I know the different special places of worship.  Cut and stick sorting activity. Match the place to the religion. | LO - I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Kapow lesson 2 taking rubbings | LO:  I dance in different formations to communicate different ideas. |
| 10 | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = discussing their favourite words and phrases. | LO – I can:  Find and make number bonds.  Bonds to 100 (tens and ones)  Add three 1 digit numbers.  Mini assess?  Recognising coins and notes. |  | LO – I can discuss how change and loss makes me feel. | LO –  I can create a table of data on a spreadsheet. | Who are our neighbours?  LO – I can say why I am special  Circle time. Children draw and write a sentence why they are special. | LO – I can  develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Kapow lesson 3 | LO:  I can communicate feelings through dance. | LO –  I can work as part of a group  I can help create a piece of music  I can make my composition more interesting by adding timbre and dynamics  Kapow lesson 5. Group composition. |
| 11 | LO:  To write poems about fire. Also link with Bonfire night.  write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  read aloud what they have written with appropriate intonation to make the meaning clear | | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = participate in discussions about poems! | LO – I can:  Count money – pence  Count money – pounds (notes and coins)  Count money notes and coins.  Select money  Make the same amount. | LO:  I can find out how London was rebuilt  after the Great Fire.  Build a house and re design London. | LO –  I can explain the process of recycling.  Bring in objects for the children to sort | CODING  LO - I can explain that an algorithm is a set of instructions. | LO – I know how to be a good friend.  Role play scenarios | LO – I can be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  Kapow lesson 4 | LO:  I can refine and improve my movements |
| 12 | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = participate in discussions about poems! | LO – I can:  Compare money  Find the total  Find the difference  Find change  Two step problems. | LO:  I can compare evidence from a different source.  Read Sammy the street dog – What else have we found out?  Write Dog speech bubbles. | LO – I can share what I think and feel with confidence. | LO – I know how the turtle object moves. | LO – I know how to be a good friend.  Create a wanted poster. |  | LO:  I can change the rhythm of my movement to communicate different ideas. |  |
| 13 | LO:  I can write a letter (recount) of what happened during The Great Fire of London.  drawing on what they already know or on background information and vocabulary provided by the teacher  add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = being introduced to non-fiction books that are structured in different ways. | LO – I can:  Make equal groups activity  Make equal groups  Redistribute from unequal to equal groups.  Add equal groups  Make arrays. | LO:  I can describe what the houses were like in London  Houses cut out activity. | LO - I can tell you about the inventor John McAdam. | LO – I know that the turtle and character objects have different properties and move in different ways. | LO – I can say behiour which is acceptable and non-exceptable  Sorting activity. | LO – I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Kapow lesson 5 | LO:  I can change the rhythm of my movement to communicate different ideas. | Use some skills learned over the unit to compose music linked to The great Fire of London! 😊 |
| 14 | **PHONICS =**  **Phase 5 bug club**    **Guided reading focus** = being introduced to non-fiction books that are structured in different ways. | ASSESSMENT WEEK. | LO:  I can use my knowledge I have learned to participate in a quiz.  GFL Quiz – work in teams and answer on wb’s. Take photos for evidence. |  | LO – I can explain what debug (debugging) means | LO – I can suggest how to be a good neighbour.  Organise a litter pick? | LO – I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Kapow lesson 6 | LO:  I can change the rhythm of my movement to communicate different ideas. |  |
| 15 | CELEBRATION WEEK   * Create a huge, whole class collage of London streets during TGFL * Model making * Dress up as a child in 1666 * Make bread * Litter picking – RE (good neighbour) | | | | | | | | | |