

Elm Class – Cycle A

Autumn Term – 1st Half Term

Learning Challenge – The Great Fire of London

Text and Writing Outcomes. 1st Half Term	<u>Fiction</u> Mary and the Great Fire of London by Sue Graves. Focus – Characterisation Writing Outcome – Write own disaster story.		<u>Non-Fiction</u> Recipe Instructions Writing Outcome – Write own recipe for making bread.		<u>Poetry</u> Rhyming Poem – Fire Writing Outcome – Write own poem		<u>Wider Reading</u> Who was Samuel Pepys? P. Harrison The Great Fire of London by I. Gogerly Narrative Poem The Great Fire of London by P. Perro	
Maths Whole Term	Place Value	Place Value/ Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Money	Multiplication and division		
Knowledge mat	Changes beyond Living Memory – What lessons have we learnt from the Great Fire of London?							
	Knowledge			Skills			Vocabulary	
Science								
History	<p><u>What lessons have we learnt from the Great Fire of London?</u></p> <p>How do we know the fire happened in the first place?</p> <p>Why did the fire spread so quickly and burn for so long?</p> <p>How has the way we tackle fires changed over the years?</p> <p>Why do we still have problems with different</p>	<p><u>National Curriculum Requirements.</u></p> <p>Study events beyond living memory that are significant nationally or globally. In this unit the focus is on the Great Fire of London.</p> <p><u>Knowledge Objectives</u></p> <p>Know where London is. Know that a great fire engulfed London in the past. Know that they found it difficult to control the fire. Know that much of what we know about the fire comes from the diary of Samuel Pepys. Know how firefighting equipment has changed over the years.</p> <p><u>Key Knowledge</u></p> <p>Know why the fire burnt for many days.</p>	<p><u>Chronology and Timelines</u></p> <p>Know that a timeline can help them understand the time period they are studying, e.g., the Great Fire of London. Order a few events and different artefacts from the recent past. Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after.</p> <p><u>Historical enquiry and interpretation.</u></p> <p>Begin to understand that some evidence, such as word of mouth, may not accurately reflect what happened in the past. Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth. Point out a few similarities and differences between ways of life at different times.</p>	<p><u>Key Vocab</u></p> <p>Pudding Lane Thomas Farriner Samuel Pepys Leather buckets Plague Thames</p> <p><u>Additional Vocab</u></p> <p>The Great Plague (1665) Diary St. Paul’s Cathedral Water pump system Burning Flammable constructed</p>				

	<p>types of fires even today?</p> <p>How did the Great Fire of London improve the capital?</p>	<p>Know how firefighting equipment has changed over the years.</p> <p>Know why we know the fire actually happened.</p> <p>Know the different types of fire creates problems, even today.</p> <p>Know what people learnt from the fire and how it improved London.</p>	<p>Begin to reflect on the significance of what has been learnt from the past.</p>	
Geography	<p><u>Our Capital city</u> Where is London?</p> <p>How can I show London landmarks on a map?</p> <p>Where do I live?</p> <p>How far is it to London?</p> <p>How can I show on a map how the fire spread?</p>	<p><u>Knowledge Objectives</u> Know the name of and locate the four capital cities of England, Northern Ireland, Wales and Scotland.</p> <p>Know the main differences between a city, town and village.</p> <p>Know the names and purposes of many of London's famous buildings.</p> <p><u>Key Knowledge</u> Know what a capital city is.</p> <p>Know some of the important features in London.</p> <p>Know the names and purposes of several of London's famous buildings.</p> <p>Know why most cities are situated next to a river.</p>	<p><u>Map Work</u> Use maps to locate places in the UK, including where they live.</p> <p>Use maps to locate a city on a map.</p>	<p><u>Key Vocab</u> Capital City Houses of Parliament River Thames Buckingham Palace Famous buildings.</p>
Art				
D+T	<p><u>Cooking and Nutrition</u> <u>Bread and Pizza Making</u></p> <p>Research what pizzas are made from.</p> <p>Desing a pizza that has different ingredients as voted for the group.</p> <p>Gather the ingredients needed to make the pizza</p> <p>Ensure that in the making phase, weighing</p>	<p><u>Designing</u> Research independently and generate some ideas before thinking about resources.</p> <p>Order the main stages of making the pizza.</p> <p>Design the pizza and make sure that it meets the design criteria including looking desirable.</p> <p>When planning, explain their choices of ingredients.</p> <p><u>Making</u> Choose utensils and ingredients and explain why they have chosen them.</p> <p>Identify and name a simple selection of kitchen utensils (e.g. pizza roller).</p> <p>With help, measure, cut and score with some accuracy.</p> <p>Start to measure and make the pizza.</p> <p>Start to choose and use appropriate finishing techniques based on their own ideas.</p> <p><u>Evaluating</u> Evaluate their pizza against their design criteria.</p>		<p><u>Key Vocab</u> Names of foods and ingredients. Names of equipment and utensils. Sensory vocabulary. Ingredients Measuring Preparing Kneading Criteria Evaluate Hygiene</p>

	<p>and measuring is appropriate.</p> <p>Evaluate the pizza against the original design and explain how it could have been made better.</p>	<p>Start to evaluate their pizza as they are making it, identifying strengths and possible changes they might make.</p> <p>Food Technology</p> <p>Know that everyone should eat at least five portions of fruit and vegetables each day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>Weigh ingredients to use in a recipe.</p> <p>Describe the ingredients used when making a dish or cake.</p> <p>Can talk about which food is healthy and which is not.</p> <p>Follow safe procedures for food safety and hygiene</p>		
Computing	<p>Year 2 Online Safety</p> <p>All 4 lessons</p>	<p>To understand the difference between online and offline.</p> <p>To understand what information I should not post online.</p> <p>To know how to create a strong password.</p> <p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To understand that not everything I see or read online is true.</p>	<p>Identifying whether information is safe or unsafe to be shared online.</p> <p>Learning how to create a strong password.</p> <p>Learning to be respectful of others when sharing online and ask for their permission before sharing content.</p> <p>Learning strategies for checking if something they read online is true.</p> <p>Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.</p>	<p>accepting</p> <p>consent</p> <p>denying permission</p> <p>fake</p> <p>giving permission</p> <p>offline</p> <p>online</p> <p>password</p> <p>permission</p> <p>personal information</p> <p>pop-up</p> <p>pressure</p> <p>private information</p> <p>real</p> <p>reliable</p> <p>sharing online</p> <p>source</p> <p>trusted adult</p>
Music	<p>Rhythm in the way we move and Banana Rap.</p>	<p>Follow the plan for Year 1 Unit 2 on Charanga Musical School.</p>		<p>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>
RE	<p>Myself</p> <p>'How do we show we care for others? Why does it matter?'</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. (A3)</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (B2)</p>	<p>Find out and respond with ideas to examples of co-operation between people who are different. (C2)</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response. (C3)</p>	<p>Moral, Christian, Jew, Humanist, care, belong, difference, kindness, goodness, unique, family, community,</p>
PE	<p>Term 1- Gymnastics 1</p>	<p>Use space effectively using agility, balance and coordination skills. Travel in a variety of ways, using a range of body parts. Copy and mirror high and low shapes with their body. Travel quickly scanning for space.</p>		<p>Balance, shapes, high, low, tip toes, stomach, star shape, pencil shape,</p>

	Games 1	<p>Balance small apparatus on their body. Perform basic shapes. Balance bean bags, quoits and hoops and are able to accurately name parts of the body. Explore balances and routines. Copy, mirror and create entrances and exits. Consolidate and further enhance balancing of shapes. Explore a range of points and patches. Copy, mirror and create different balances. Balances with a variety of contact points. Recall points and patches. Stretch, tuck and roll using a variety of shapes. Copy, mirror and create tall, small, wide and flat shapes. Perform a variety of tuck shapes. Explore log rolls safely. Consolidate and further enhance balancing of shapes and linking skills. Develop spatial awareness whilst moving in different directions. Move fluently whilst changing direction and speed. Recognise space during the activities. Maintain balance whilst reacting quickly to commands. Continue moving in directions and ways. Balance in a variety of ways.</p> <p>React quickly to instructions. Move in different directions whilst handling a ball. Carry a ball in a variety of ways. Combine movement and carrying with control. Roll a ball to a partner. Develop control and accuracy when rolling a ball. Send and receive a rolled ball to a partner. Roll a ball through / at target. Support each other in small teams. Underarm throw with control and accuracy. Send and receive a bouncing ball whilst positioning body correctly. Drop and catch a large ball to themselves. Catch a bounced ball from a partner. Bounce and catch a ball whilst moving at speed.</p> <p>Maintain still, quietness for a short period of time. Able to move their mind focus and attention to environmental aspects and then back to themselves. Gain a deeper understanding of the effect of breathing on their body and mind. Control their focus and attention from the external to the detail to the internal.</p>	<p>flat shape, tall shape, tension, copy, mirror, exit, points and patches, points of contact, tuck shape, tall, wide, roll.</p> <p>Control, change direction, stop, space, pathways, pace, handling, control, rolling, target, aiming, underarm, throwing, accuracy.</p> <p>Mindfulness, breathe, lungs, relax.</p>
PSHRE Scarf Curriculum	Me and My Relationships (Year 1)	<p>Pre Unit Assessment- Me and My Relationships</p> <p>Understand the classroom rules and help everyone to learn and be safe.</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body.</p> <p>Identify a range of feelings.</p> <p>Identify how feelings might make us behave.</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt.</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>Recognise that they belong to various groups and communities such as their family.</p> <p>Explain how these people help us and we can also help them help us.</p> <p>Identify qualities of friendship.</p> <p>Suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback and experience how this makes them feel.</p> <p>Post Unit Assessment- Me and My Relationships</p>	
Trips/days	Pizza Express		

Elm Class – Cycle A

Autumn Term – 2nd Half Term

Learning Challenge – What was my grandparents’ childhood like?

Text and Writing Outcomes. 2 nd Half Term	<u>Fiction</u> Old Bear by Jane Hissey		<u>Non-Fiction</u> Instruction		<u>Poetry</u> Christmas Acrostic		<u>Wider Reading</u> Traction Man by Mini Grey Toy Story video clip Dogger by Shirley Hughes Toys and Games by S.Hewitt Grandpa by J,Burningham Major Glad Major Dizzy by J. Oke Nativity Story		
	Focus – Describing Action Writing Outcome – Write own rescue story		Writing Outcome – How to make a toy		Writing Outcome – Write own Christmas Acrostic.				
Maths Whole Term	Place Value	Place Value/ Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Money	Multiplication and division			
Knowledge mat	Changes within living Memory – What was my grandparents’ childhood like?								
		Knowledge		Skills			Vocabulary		
Science									
History	<p><u>What was my grandparents’ childhood like?</u></p> <p>How different were the toys that our grandparents played with?</p> <p>How different were our grandparents’ school days?</p> <p>What games did our grandparents play?</p> <p>What food would our grandparents have eaten?</p>		<p><u>National Curriculum Requirements.</u></p> <p>Chronology Changes within living memory - revealing aspects of change in national life.</p> <p><u>Knowledge Objectives.</u></p> <p>Know how different our grandparents’ toys were. Know what our grandparents’ school days were like. Know how shopping habits have changed over the past 50 years. Know how birthday celebrations for children have changed over the past 50 years. Know how what we eat each day has changed over the past 50 years.</p> <p><u>Key Knowledge</u></p> <p>Know what their grandparents’ toys were like. Know how different their grandparents’ school days were.</p>		<p><u>Chronology and Timelines</u></p> <p>Begin to appreciate what a timeline is by looking at a timeline over the past 10 years. Know how to set out information on a timeline up to 50 years ago. Recognise that familiar objects we have today would have been different in the past, e.g., the telephone. Describe memories and changes that have happened in their own lives.</p> <p><u>Historical enquiry and interpretation.</u></p> <p>Begin to understand that some evidence related to past events is more reliable than others. Observe and handle artefacts and ask simple questions about the past. Understand that an invention from the past can lead to something we use today, e.g., television. Offer an opinion as to why something may have happened in the past and why they know.</p>			<p><u>Key Vocab</u></p> <p>Beatles Hippie Clangers Crackerjack Moon landing McDonalds</p> <p><u>Additional Vocab</u></p> <p>Photographs Blackboard and chalkboards Inkwell Corner shop supermarket</p>	

	How would our grandparents have enjoyed their holidays?	Know how their grandparents used to shop. Know what their grandparents would have eaten. Know how grandparents celebrated their birthdays or enjoyed holidays.		
Geography				
Art	<p><u>Painting - Colour Mixing</u></p> <p><u>Artist – Piet Mondrian</u></p> <p><u>End Product – Create a picture of their own choice.</u></p> <p>What experience do I have of mixing colour with paints?</p> <p>What do I know about Piet Mondrian, focusing on his use of colour?</p> <p>Which techniques will I need to develop to mix paint correctly?</p> <p>How much practice will I need with my paint mixing before I apply it to my final piece?</p> <p>What are my thoughts about my final piece?</p>	<p><u>Knowledge of Art.</u> Describe what can be seen and give an opinion about an artist’s work. Ask questions about a piece of art. Suggest how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of a well-known artist.</p> <p><u>Sketch Books</u> Use a sketchbook to gather and collect artwork. Develop and record their ideas through painting, in response to first-hand observations.</p>	<p><u>Painting Skills.</u> Know primary colours. Mix paint to create a secondary colour. Use of different brush sizes and types. Use different ways to apply paint – brush. Have an awareness of the variety of colours in the environment. Continue to use different brush sizes and types. Know how to mix secondary colours and name them. Know how to mix paint to achieve brown. Explore strokes, layers and blending techniques. Use paint to create patterns, repetition, detail and sharp lines.</p>	<p><u>Vocab</u> Colour Mixing Primary colours Vertical line Horizontal line Secondary colours</p> <p><u>Resources</u> Water colour-based paint. Paint brushes – varying sizes Mixing palettes. Rulers.</p>
D+T				
Computing	<p>Year 2 Computing systems and networks</p> <p>What is a computer?</p>	<p>The difference between a desktop and a laptop computer. People control technology. Some input devices that give a computer an instruction about what to do (output).</p>	<p>Understanding what a computer is and that it’s made up of different components. Recognising that buttons cause effects and that technology follows instructions.</p>	<p>battery buttons camera computer desktop</p>

	3 Lessons (1,2 and 5)	Computers often work together.	<p>Learning how we know that technology is doing what we want it to do via its output.</p> <p>Using greater control when taking photos with cameras, tablets or computers.</p> <p>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Using word processing software to type and reformat text.</p> <p>Creating and labelling images.</p> <p>Learning how computers are used in the wider world</p>	<p>device</p> <p>digital content</p> <p>digital recorder</p> <p>electricity</p> <p>input</p> <p>invention</p> <p>keyboard</p> <p>laptop</p> <p>monitor</p> <p>mouse</p> <p>output</p> <p>photograph</p> <p>robot</p> <p>scanner</p> <p>screen</p> <p>system</p> <p>tablet</p> <p>technology</p> <p>till</p> <p>video</p> <p>wire</p>
Music	Christmas Nativity performance.			
RE	Myself 'How do we show we care for others? Why does it matter?	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. (A3)</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (B2)</p>	<p>Find out and respond with ideas to examples of co-operation between people who are different. (C2)</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response. (C3)</p>	<p>Moral, Christian, Jew, Humanist, care, belong, difference, kindness, goodness, unique, family, community,</p>
PE	Dance 2 Games 2	<p>Explore a range of movements related to the different Seasons and Weather. Pupils can explore movement idea and respond imaginatively to a range of stimuli. Explore, repeat and link a range of actions with coordination. Observe each other's work and give feedback using simple dance vocabulary with teacher support. Create a simple dance phrase to portray the narrative of Spring. Explore movement idea and respond imaginatively to a range of stimuli. Explore, repeat and link a range of actions with coordination. Pupils listen and respond to music. Observe others' work and give feedback using simple dance vocabulary with teacher support. Explore movement idea and respond imaginatively to a range of stimuli. Explore, repeat and link a range of actions with coordination. Listen and respond to music. Observe others' work and give feedback using simple dance vocabulary with teacher support. Create a simple dance phrase to portray the narrative of Summer.</p>		<p>Phrase (a gesture or movement), pathways, travel, skipping, galloping, running, marching, rise, fall, turn, seasons, spring, summer, autumn, winter, weather.</p> <p>Mindfulness, breathe, lungs, relax.</p> <p>Balancing, racket face, control.</p> <p>Balance, throwing, catching, aiming, underarm, Striking, hitting, underarm, throwing, and sideways.</p>

		<p>Carry and balance equipment whilst changing speed and direction. Stop and catch a falling object. Balance a beanbag on a racket face. Balance a beanbag on a racket race whilst moving. Show control and accuracy when throwing and aiming. Throw underarm consistently. Move to a thrown ball and catch before 2 bounces. Understand how to win a point in a tennis style activity. Strike a rolled and thrown ball. Show correct grip and body position. Work effectively with a partner. Strike and kick a moving ball with accuracy and control. Kick a stationary ball. Kick a rebounded ball. Develop their hitting skills with a racket. Understand the concept of dribbling and the skills required. Dribble a football. Stop a moving ball effectively. Dribble a ball using both feet. Engage in team games, showing the skills learnt in previous lessons. Understand how to work as a team. Understand the concept of winning and losing. Demonstrate most of the skills learnt in the unit.</p> <p>Maintain still, quietness for a short period of time. Able to move their mind focus and attention to environmental aspects and then back to themselves. Gain a deeper understanding of the effect of breathing on their body and mind. Control their focus and attention from the external to the detail to the internal. Find out why sleep is important to health, how much you need and how to get enough. Have an idea of how many hours of sleep they need each night and why they need to have sleep. Connect a bedtime routine to good quality sleep and its benefits.</p>	<p>Dribbling, stopping, controlling, passing. Sleep, routine.</p>
PSHRE Scarf Curriculum	Valuing Difference (Year 1)	<p>Pre Unit Assessment- Valuing Difference Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everyone safe. Identify some of the people who are special to them. Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind. Suggest ways they can show kindness to others. Post Unit Assessment- Valuing Difference</p>	
Trips/days	Children In Need Anti-Bullying		