

Medium Term Curriculum Plan – London Long Ago

Year 2

Autumn Term 1 2015

What are you going to teach?	(2 day week)	Week 1	Week 2	Week 3	Week 4 Harvest (church)	Week 5 Rainbow Theatre	Week6	Week 7
English	To write and answer questions about life in London in the 1660's. What is a town/city?	To write and answer questions about life in London in the 1660's. What is a town/city?	To share and write <u>statements</u> and <u>commands</u> about the Plague and Fire of London.	To write and edit a Harvest Prayer. (foci- commas, capital letters, full stops, adjectives) (cc RE)	To write a diary entry in the style of Samuel Pepys.(foci past tense) (Cross Curricular History research the Fire of London using the Magic Granddad dvd)	To use drama to respond to the Plague and the Fire of London. To edit pieces of writing from the Fire of London. Rainbow Theatre	To write a story using a magic quill to take them back to London in the 1660's.	To write a story using a magic quill to take them back to London in the 1660's.
Phonics	To consolidate vowel graphemes – ur/ ure. To consolidate segmenting and blending of cvcc and ccvc words – focus on st, ch, sh, th.	To consolidate Vowel graphemes – ar/ or/er. To extend cvc words to become cvcc words. (p.111 L & S)	Phonic Groups To consolidate graphemes ay, ai oy, oi To segment and blend polysyllabic words. (p.126 L&S)	To consolidate graphemes ew, ue. To segment and blend ccvc words – focus on scr, str, spr. (p.127 L&S)	To recognise /zh/ in words such as treasure. To segment and blend ccvccc words – focus on words ending in nch. (p.127 L&S)	To recognise alternative pronunciations for: i - fin, find o – hot, cold u – but, put c – cat, cent To consolidate vowel digraphs: ai, ee, igh, oa, oo	To recognise alternative pronunciations for: ow – cow, blow ie tie, field To consolidate vowel digraphs ur/er	To consolidate phonemes taught across the half term.
Speaking & Listening	Linked to English - ask questions to extend understanding.	Maintain attention and participate actively in collaborative conversations – linked to Art.	To give well-structured descriptions of Jewish artefacts – linked to RE.	Participate in discussions and debates – linked to DT	To consider and evaluate different viewpoints, attending to and building on the contributions of others – linked to Computing.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – linked to Science.	To speak audibly and fluently with an increasing command of standard English – linked to RE and the reading of Harvest Prayers.	To speak audibly and fluently with an increasing command of standard English – linked to RE and the reading of Harvest Prayers.
Maths	Recap place value using practical aids.	To be secure with Number bonds to 10/20.	To make specific amounts using different value coins	To explore measuring in metres and centimetres.	To add 2 digit numbers with the emphasis on tens	To understand the inverse operation for addition is	To understand time as a measure. To read time to	To follow instructions which include

		To investigate all ways of making 10/20 using addition.	with a focus on tens and units. (10p and 1p coins.)		and units.	subtraction.	quarter past and half past.	quarter turn, half turn and three quarter turns (bee bots)
Science	To sort a selection of materials according to their properties using own criteria. Using Venn diagrams and Carroll diagrams	To know that some materials occur naturally and some do not. Espresso lego	To investigate how materials change when twisted, squashed, stretched and bent. To model recording results in a table	To find out about people who have developed useful new materials. John Dunlop, Charles Macintosh, John McAdam	To find out about people who have developed useful new materials. John Dunlop, Charles Macintosh, John McAdam	To observe materials changing through heat	To identify why a material may not always be suitable for a specific purpose. Discovery Dog Lampshade	To identify materials to build a modern house. 3 Little pigs/ 3 Little wolves
Computing	To be aware of e-safety. (cross curricular with PSHCE)	To navigate bee bot programme to look at Aerial view maps.	To capture video clips and save. CC Literacy London Burning and Drama	To capture video clips and save.	To evaluate video clips and save.	To consolidate keyboard functions: font style, size, colour, bold, italic and underline adapted fit for purpose. CC adjectives	To edit a given text using word processing skills.	To edit a given text using word processing skills.
RE AT1 / AT2	To understand and discuss Christianity.	To begin to understand what a saint is.	To explore Judaism through artefacts.	To understand the importance of Harvest as a Christian festival.	To understand the importance of the Torah to Jews and begin to compare to the CE bible.	To begin to appreciate the significance of Shabbat in the Jewish home.	To compare Shabbat to Sunday for Christians.	To understand the Jewish festival of Hannukah.
Art	To draw a self-portrait.	To compare the work of a past and present artist featuring London scenes. J M W Turner and Lesley Olver	To begin to create own work inspired by these artists using water colours	To continue own work inspired by these artists	To continue own work inspired by these artists	To continue own work inspired by these artists	To add detail and evaluate own and others' art work.	To add detail and evaluate own and others' art work.
DT			To make bread using a range of tools and equipment.	To design, create and evaluate a purposeful, functional Tudor house.	To select from and use a range of tools to create a flame sculpture using clay.			

PE	To refine their ability to throw and catch in different ways when standing or moving	To refine their ability to throw, catch and bounce in different ways when standing or on the move	To refine their kicking skills and apply in a competitive situation	To develop special awareness and simple tactics, for attacking and defending	To understand rules of competitive game	To work with a partner and improve a game	To master participating in team games and building on skills learnt	To master participating in team games and building on skills learnt
Music	To use their voices expressively and creatively by learning Ring a Ring of Roses.	To use their voices expressively and creatively by learning Ring a Ring of Roses in a round.	To use their voices expressively and creatively by performing Ring a Ring of Roses using selected instruments.	To use their voices expressively and creatively by learning Harvest songs.	To use their voices expressively and creatively by learning Harvest songs.	To use their voices expressively and creatively by learning London's Burning.	To use their voices expressively and creatively by performing London's Burning in a round.	To use their voices expressively and creatively by performing London's Burning in a round.
Geography	To devise a simple map from class to class tree.	To recognise landmarks and basic human and physical features of London.	Orienteering To create an aerial view map with a key, recognising basic human and physical features.	To name and locate villages, towns and cities in London and the surrounding areas.	To use and construct basic symbols in a key.	To create map according to given key.	Use basic symbols to match recognised landmarks and basic human and physical features.	To use skills learnt to create aerial map with key for class tree.
History	To research London long ago. CC Literacy	To navigate the internet (BBC Learning Zone) and desktop (Espresso) to find out about significant national events that are beyond living memory - the Great Plague.	To use Fire of London talking stories to find out about significant national events that are beyond living memory.	To learn that a way of understanding the past is through sources such as diaries.	To empathise with people who lived during the Fire of London.	To understand that the Harvest Festival is a traditional, historical and religious event.	To use some known facts in a piece of creative writing about the Fire of London.	To use some known facts in a piece of creative writing about the Fire of London.
PSHCE – linked with S&L and RE.	To reinforce Class rules and expectations – linked to S&L.	To recognise what they like/ dislike – linked to Art.	To recognise what is fair/unfair.	To recognise the difference between right and wrong.	To recognise choices they can make and how they impact on themselves and others.	To recognise, name and deal with their feelings in a positive way.	To share their opinions on things that matter to them and explain their views.	To share their opinions on things that matter to them and explain their views.
WVO – linked with S & L	Use WVO skills to use each other's names.	To revisit the WVO skill of listening.	To revisit the WVO skill of eye contact and turn-taking.	To revisit the WVO skill of negotiation and co-operation.	To use WVO skills to work in random pairs.	To use WVO skills to work in random groupings.	To problem solve in random groups.	To problem solve in random groups.