





# Curriculum | Medium Term Plan – Autumn 2023 – Year Two

Challenge Pack:	Sparks Will Fly - How can we tell stories of fire?	Challenge outcome:	Children will put on a performance to retell/re-enact the story of the Great Fire of London and The Gunpowder Plot	NC Year: Length of term:	<b>(8 &amp; 7 weeks)</b>
Summary:	Children will use <b>knowledge</b> of history beyond living memory and Geography of UK to <b>create</b> a class assembly which retells a historical story of fire.				
Key texts:	<p><u>Fiction:</u> The Owl Who Was Afraid of the Dark The Grotlyn The King Who Banned the Dark You Wouldn't Want to be Guy Fawkes The Dark London Bus Toby and the Great Fire of London</p> <p><u>Poetry:</u> Firecrackers</p> <p><u>Non-Fiction:</u> The Great Fire of London Pop up London</p>	<b>Trips and visits:</b>	Freshwater theatre company to deliver a workshop about the Gunpowder Plot/Great Fire of London	<b>Inspire parent sessions:</b>	2KK 24/1/24 2OP 6/2/24 2SP 31/1/24
		<b>Science Units</b>	Animals including humans	<b>PE:</b>  <b>Music:</b>	Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness  Percussion
 <b>Physical Oracy (Voice, Body Language)</b>	 <b>Linguistic Oracy (Vocabulary, language, rhetorical techniques)</b>	 <b>Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)</b>	 <b>Social &amp; Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)</b>		
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material		

	Maths:	English:	Phonics: VIPERS text:	NICER:	Discrete/ Special events:
04.09.23 (1)	<p><b>Area of learning:</b> Place Value (Number – Year 1 recap)</p> <p><b>Knowledge and skills:</b> Forming numbers correctly to 20 Count objects to 20 / Read and write numbers in numerals and words Tens and ones within 20 Compare and order numbers within 20</p> <p><b>Mental maths focus:</b> Counting from 0 to 20 and 20 to 0</p>	<p><b>Basic skills</b></p> <p>Forming lower case letters in the correct direction, starting and finishing in the right place Forming lower case letters of the correct size relative to one another <i>Know how to form capital letters correctly</i> <b>Pencil grip</b></p> <p><b>Outcome:</b> to write my name using correct letter formation</p>	<p>Assessments</p>	<p><b>What is Sparks Will Fly?</b> Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?</p> <p>TASC Wheel/ Complete ‘Explore the Challenge’ page.</p> <p><b>C1.1c</b> – As <b>digital technicians</b> WALT - take photographs and record a video <b>Outcome</b> – children will be introduced to Clips. They will become familiar with recording, trimming and saving work. They will take video clips of work every week over the Challenge Pack to put together for our outcome.</p> <p><b>C1.3</b> – As <b>Citizens</b> WALT - know why we have rules and the importance of following these in class or in school <b>Outcome</b> – children will collaboratively discuss, create and agree on their class rules</p> <p><b>A1.10</b> – As <b>Citizens</b> WALT - talk about behaviours that are unkind to others and the emotions that this may make them feel <b>Outcome</b> – <i>as a class, we will discuss responsible ways to react to different emotions (link to book)</i></p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</p>	<p>Monday – All staff INSET:</p> <p>Tuesday – All staff INSET</p> <p>Wednesday 07.09.22 – children return (1-6)</p> <p>Thursday/Friday: Stay and play in EYFS</p> <p>International Literacy Day</p> <p>World First Aid Day</p>
Homework	<p><b>Number bond or timetables practise:</b> Number bonds to 5 (in order)</p>	<p><b>Spellings:</b> n/a</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b> Use the information sheet provided (via Showbie or printed) to find and list the four countries and their capital cities.</p>	

**Area of learning:** Place Value (Number – Year 1 recap)

**Knowledge and skills:**  
Forming numbers correctly from 20 to 50  
Count objects to 50 / Read and write numbers in numerals and words  
Tens and ones within 50  
Compare and order numbers to 50

**Mental maths focus:** Count forwards from any given number

**Basic skills**

Identify and understand verbs  
*Identify and understand the purpose of nouns (subject)*  
*Understand the concept of a sentence as a complete thought or idea*

Use correctly structured simple sentences (verbally) so that we remember sentences need a subject and a verb  
*Know where capital letters are positioned in a sentence*  
*Know that names, places, days of the week and months are proper nouns and need capital letters*

**Rocket Phonics:**  
le (ul) and t/d (ed)

**Where is London?**

**Killer Questions**

What was the Great Fire of London? When and where did it happen?

**G1.1b** - As **Geographers** WALT – Name and locate the four countries and capital cities of the United Kingdom  
**Outcome** – Children will be able to reassemble a map of the United Kingdom. They will be aware of the 4 countries that make up the UK and their capital cities.

**G1.1b** - As **Geographers** WALT – Identify the characteristics of the four countries and capital cities of the United Kingdom so that we can answer key questions

**Outcome** – Children will be able to recall the countries and capital cities of the UK. They will be able to recall key characteristics of these countries and answer key questions.

**G1.1b** - As **Geographers** WALT: Identify the surrounding seas of the UK so that we can label a map of the United Kingdom

**Outcome** – Children will be able to recall seas that surround the UK. They will be able to label these seas on a map.

**Link to challenge outcome (for weeks learning)** – Children will be able to understand where London is in relation to where we live.

Roald Dahl Day

British Science Festival (week)

National Teacher Assistant day

Rosh Hashanah

**Number bond or timetables practise:** Number bonds to 5 (muddled up)

**Spellings:** kettle, puddle, jungle, apples, yelled, walked, skipped, wiped, oh, their

**Rocket Phonics**  
Levelled reader  
Reading Plus

**Flipped homework:** To list events from the past linking to their lifetime

18.09.22 (3)	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b> Tens and ones to 100 Use a place value chart Using different resources to represent numbers to 100 Ordering objects and numbers</p> <p><b>Mental maths focus:</b> Count backwards from any given number</p>	<p><b>Basic skills</b></p> <p><i>Know how and when to use finger spaces</i></p> <p>Understand use high 5 sentence criteria Use correctly structured simple sentences</p> <p><b>Outcome:</b> to write about images using correctly structured sentences</p>	<p><b>Rocket Phonics: mb (m) and kn (n)</b></p> <p><b>Reading lesson:</b> VIPERS – prediction of The Grotlyn</p>	<p><b>What was the Great Fire of London?</b></p> <p><b>Killer Questions</b> What was the Great Fire of London? What was the Gunpowder plot?</p> <p><b>H1.1c</b> - As <b>Historians</b> WALT – Question and order events beyond living memory so that we can understand the past <b>Outcome</b> – Children will understand the terms past, present and future. They will work collaboratively to order events from the past (linked to fire) and will be able to discuss how events beyond their memory have changed history.</p> <p><b>H1.2e</b> - As <b>Historians</b> WALT – Use written evidence so that we can find out about the Gunpowder plot questions <b>Outcome</b> – Children will understand the Gunpowder plot. They will work collaboratively to order events from the Gunpowder plot before creating a wanted poster for Guy Fawkes.</p> <p><b>H1.1d</b> – As <b>Historians</b> WALT: Sequence key events so that we can understand the chronology of the GFoL <b>Outcome</b> – Children will understand the key events leading up to the GFOL.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will understand what the Great Fire of London was. They will use this knowledge to APC ideas for their challenge outcome.</p> <p><b>S1.1r</b> - As <b>Scientists</b> WALT – Find out about and describe the basic needs of animals, including humans for survival (Lesson 1) <b>Need for Water</b> <b>Outcome</b> – Children will have an aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.</p>	<p>Jeans for Jeans Week</p> <p>British Food Fortnight</p> <p>International day of peace</p> <p>Recycling week</p> <p><b>National fitness day</b></p> <p>Talk like a pirate day</p> <p>Autumn Equinox</p>
	Homework	<p><b>Number bond or timetables practise:</b> Number bonds to 10 (listen to song, CAF number bonds remembered)</p>	<p><b>Spellings:</b> <b>lamb, thumb, crumb, comb, climb, know, knock, knee, knot, people</b></p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b> Use the information sheet provided (via Showbie or printed) to label artefacts from the Great Fire of London and to talk about their use.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">25.09.23 (4)</p>	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b> Recognising tens and ones in various ways Tens and ones using addition Compare objects Compare numbers</p> <p><b>Mental maths focus:</b> Count forwards and backwards from any given number</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Character description <b>Text:</b> The Grotlyn</p> <p><b>Knowledge and skills:</b> Become familiar with a story Read and RIP features of character description <i>Choose nouns precisely</i></p>	<p><b>Rocket Phonics</b> gn (n) and wr (r)</p> <p><b>Reading lesson:</b> VIPERS – sequencing events from The Grotlyn</p>	<p><b>How do we know?</b></p> <p><b>Killer questions</b> <b>How can we know what happened in the past?</b></p> <p><b>H1.2e</b> - As <b>Historians</b> WALT – Use written and visual evidence so that we can understand an eye witness account <b>Outcome</b> – Children will know who Samuel Pepys is and his significance to the GFoL. They will look at written and visual evidence and use these to write a simple eyewitness account (linked to Diary in English).</p> <p><b>H1.3a</b> - As <b>Historians</b> WALT – Identify artefacts so that we can compare different ways the past is represented <b>Outcome</b> – Children will be able to match artefacts to their descriptions. They will compare artefacts from 1666 to the present day (linked to fire).</p> <p><b>H1.3a</b> – As <b>Historians</b> WALT: Evaluate artefacts from 1666 so that we can understand why the GFoL spread <b>Outcome</b> – Children will sort photographs of artefacts from 1666 to now. They will be able to discuss why the fire spread making links to the artefacts.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be aware of sources that historians use to learn about events from the past. They will use their distilling tool to decide on relevant events to include in their challenge outcome.</p> <p><b>S1.1r</b> - As <b>Scientists</b> WALT – Find out about and describe the basic needs of animals, including humans for survival (Lesson 2) <b>Need for Air</b> <b>Outcome</b> – Children will have an aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.</p>	<p>European day of languages</p> <p>Sukot</p>
	<p>Homework</p>	<p><b>Number bond or timetables practise:</b> Number bonds to 10 (in order)</p>	<p><b>Spellings:</b> gnome, sign, design, gnaw, write, wrong, wrist, wren, Mr, Mrs</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b> Using an aerial photograph and a map locate your home and our school</p>

02.10.23 (5) Homework	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b> Add and subtract ones Add and subtract 10s</p> <p><b>Mental maths focus:</b> Tens and ones</p>	<p><b>Purpose:</b> To Entertain</p> <p><b>Text type:</b> Character description</p> <p><b>Text:</b> The Grotlyn</p> <p><b>Knowledge and skills:</b> <i>Identify and use adjectives</i> <i>Understand what a noun phrase it and how to expand them using adjectives</i> <i>Begin to use expanded noun phrases</i></p>	<p><b>Rocket Phonics:</b> tch (ch) and s/si/ge (zh)</p> <p><b>Reading lesson:</b> VIPERS – The King Who Banned the Dark</p>	<p><b>What was the lasting impact of the Great Fire of London?</b></p> <p><b>Killer Questions</b> <i>Why did the Great Fire affect people so much?</i></p> <p><b>G1.4c</b> - As <b>Geographers</b> WALT – Use aerial photographs and maps so that we can recognise the way London is laid out today compared to 1666 <b>Outcome</b> – Children will be able to tell the difference between an aerial photo and a map. They will use a venn diagram to compare the layout of modern London and London in 1666.</p> <p><b>G1.4c</b> - As <b>Geographers</b> WALT – Construct basic symbols in a key so that we can complete a map of London <b>Outcome</b> – Children will have an understanding of King Charles II requesting a new map of London after the fire. They will look at examples of simple maps before constructing their own map of London.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will know of the impact of the Great Fire by using aerial photographs and maps.</p> <p><b>S1.1r</b> - As <b>Scientists</b> WALT – Find out about and describe the basic needs of animals, including humans for survival (Lesson 2) <b>Need for food</b> <b>Outcome</b> – Children will be aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.</p>	<p>BLACK HISTORY MONTH</p> <p>World Space week</p> <p>National poetry day</p> <p>World teacher day</p> <p>World animal day</p> <p>Yom Kippur</p>
	<p><b>Number bond or timetables practise:</b> Number bonds to 10 (muddled)</p>	<p><b>Spellings:</b> catch, kitchen, switch, fetch, usual, television, collage, vision, looked, called</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b> Use the information sheet provided (via Showbie or printed) to list differences between your home and tudor houses.</p>	<p>6JD Class assembly 5JS INSPiRE</p>

09.10.23 (6)	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b> Fact families (addition and subtraction bonds within 10) Fact families ( addition and subtraction bonds within 20)</p> <p><b>Mental maths focus:</b> Number bonds to 10</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Character description <b>Text:</b> The Grotlyn</p> <p><b>Knowledge and skills:</b> <i>Identify and use adjectives</i> <i>Understand what a noun phrase it and how to expand them using adjectives</i> <i>Begin to use expanded noun phrases</i></p> <p>Shared write Plan Draft write</p>	<p><b>Rocket Phonics</b> Consolidation week</p> <p><b>Reading lesson:</b> Fact and Fiction</p>	<p><b>What is the difference between houses today and houses in the past?</b></p> <p>As <b>Designers</b>, WALT - identify and label the materials of a Tudor House design. Outcome – children will be able to notice difference between houses now and tudor houses. They will be able to label images of Tudor buildings and compare. Achieved over multiple lessons.</p> <p><b>D1.3a</b> – As <b>Designers</b> WALT - choose appropriate materials and tools so that we can plan a design for our Tudor house <b>Outcome</b> – children will be aware of materials and tools that they can use to make a tudor house. They will choose appropriate materials and tools for their plan whilst working collaboratively.</p> <p><b>D1.3d</b> - As <b>Designers</b>, WALT - measure and mark when preparing to cut materials so that we can recreate a Tudor house <b>Outcome</b> – children to make their Tudor house. Working collaboratively, they will peer critique each other’s Tudor houses against a specification of a Tudor house.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will create a Tudor house replica, which will be used for their challenge outcome.</p>	<p><b>World Mental Health day</b></p> <p><b>International day of the girl</b></p>
	Homework	<p><b>Number bond or timetables practise:</b> Number bonds to 10 (check)</p>	<p><b>Spellings:</b> wriggle, puzzle, pressed, drilled, numb, limbs, knight, knelt, asked could</p>	<p><b>Rocket Phonics</b> <b>Levelled reader</b> <b>Reading Plus</b></p>	<p><b>Flipped homework:</b> To create a poster that explains why fire safety is important.</p>

16.10.23 (7)	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b> Double Adding three 1-digit numbers</p> <p><b>Mental maths focus:</b> Doubles</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Character description <b>Text:</b> The Grotlyn</p> <p><b>Knowledge and skills:</b> <i>Identify and use adjectives</i> <i>Understand what a noun phrase it and how to expand them using adjectives</i> <i>Begin to use expanded noun phrases</i></p> <p>Up-level Publish</p>	<p><b>Rocket Phonics</b> Consolidation week</p> <p><b>Reading lesson:</b> Comprehension linked to GFoL</p>	<p><b>What has been learnt from the Great Fire of London?</b></p> <p><b>Killer Questions</b> What have we learnt from events in the past involving fire? Why is fire safety so important?</p> <p><b>H1.3b, H1.3c</b> - As <b>Historians</b> WALT – Identify how changes in our living memory have affected national life so that we can understand how the future is affected by the past <b>Outcome</b> – Children will be able to discuss changes as a result of the GFoL.</p> <p>Forest School session linked to the fire triangle.</p> <p><b>S1.1q</b> - As <b>Scientists</b> WALT – Notice that animals, including humans, have offspring which grow into adults (Lesson 1) <b>Outcome</b> – Children will have an understanding of the term offspring. They will know example life cycles.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be aware of what to do if there is a fire and how to keep themselves safe.</p>	World food day
Homework	<p><b>Number bond or timetables practise:</b> Number bonds to 20 (listen to song, CAF number bonds remembered)</p>	<p><b>Spellings:</b> gnat, gnash, wrap, wrench, patch, scratch, treasure, beige, water, where</p>	<p><b>Rocket Phonics</b> Levelled reader Reading Plus</p>	<p><b>Flipped homework:</b></p>	<p><b>3TB INSPiRE</b>  <b>Everybody write day</b></p>
23.10.23 (8)	<p>First half term – retrieval and recap</p>	<p>Whole school Writing Project – Linked to Opal Play projects</p>	<p><b>Rocket Phonics</b> ture (ch+u) and y (l)</p>	<p><b>PSHE C1.3</b> - As <b>Citizens</b> WALT – Know why we have rules and the importance of following these in class/school <b>Outcome</b> – Children will recap the school and class rules and have an understanding of why these rules are important in keeping us safe.</p> <p><b>S1.1q</b> - As <b>Scientists</b> WALT – Notice that animals, including humans, have offspring which grow into adults (Lesson 2) <b>Outcome</b> – Children will have an understanding of the term offspring. They will know example life cycles.</p>	



Homework		Spellings: picture, mixture, furniture, adventure, crystals, Egypt, pyramids, mystery, who, again			3SW INSPIRE
<h2>Half term</h2>					
06.11.23 (9)	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b> Concrete and pictorial 2d+1d 2d+2d</p> <p><b>Mental maths focus:</b> all pairs of numbers with a total of 20</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Diary recount of the Great Fire of London</p> <p><b>Text:</b> Toby and the Great Fire of London</p> <p><b>Knowledge and skills:</b> Read and RIP <i>Understand what a noun is</i> <i>Understand the difference between proper and common nouns</i> <i>Learn some irregular plural nouns (eg men, children, people)</i> <i>Know that names, places, days of the week and months are proper nouns that need capital letters</i> <i>Learn the months of the year</i></p>	<p><b>Rocket Phonics</b> sc (s) and st (s)</p> <p><b>Reading lesson:</b> Discuss and clarify the meaning of words (linked to GFol)</p>	<p><b>How can we use colour to create a firework image?</b></p> <p><b>(Declarative)</b> - As <b>Artists</b> WALT – Explore artists that use colour mixing</p> <p><b>Outcome</b> – Children will answer questions about the artists choice of colour and mediums/tools.</p> <p><b>A2.3a, A2.3b</b> - As <b>Artists</b> WALT – Mix primary colours to make secondary colours</p> <p><b>Outcome</b> – Children will be able to list the primary colours. They will mix colours to create secondary colours.</p> <p><b>A2.3c</b> - As <b>Artists</b> WALT – Use tools and materials so that we can create a firework image</p> <p><b>Outcome</b> – Children will be able to use secondary colours and tools to create a firework image to be used in English.</p> <p><b>Link to challenge outcome (for weeks learning)</b> - Children will create a firework image following Bonfire Night and learning about The Gunpowder Plot.</p>	<p>Beaver Moon</p> <p>World Science day</p> <p>National Recycling week</p> <p>Remembrance day Diwali</p>
Homework	<p><b>Number bond or timetables practise:</b> Number bonds to 20 (listen to song, CAF number bonds remembered)</p>	<p><b>Spellings:</b> scissors, scientist, scent, scene, castle, listen, rustle, whistle, thought, through</p>	<p><b>Rocket Phonics</b> <b>Levelled reader</b> <b>Reading Plus</b></p>	<p><b>Flipped homework:</b> To understand the acronym MRS NERG in relation to living things.</p>	3SU INSPIRE

13.11.23 (10)	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b> 2d+1d 2d+2d Written method</p> <p><b>Mental maths focus:</b> all pairs of numbers with a total of 20 (cont)</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Diary recount of the Great Fire of London</p> <p><b>Text:</b> Toby and the Great Fire of London</p> <p><b>Knowledge and skills:</b> <i>Understand what a verb is</i> Freeze frame/snap shot of scenes in diary <i>Understand what a statement is</i> <i>Understand what a question is</i></p>	<p><b>Rocket Phonics:</b> (w)a (as o) and ti (sh)</p> <p><b>Reading lesson</b> Understanding different question words (link questions to suitable answers)</p>	<p><b>PSHE B1.3</b> - As <b>Citizens</b> WALT – Know how to make a clear call to the emergency services so that we can keep ourselves safe</p> <p><b>Outcome</b> – Children will be aware of key information they need to know when making a call to the emergency services.</p> <p>As <b>Theologians</b> WAL – about the festival of Diwali (Hinduism)</p> <p><b>Outcome</b> – <i>Children will learn about the festival of Diwali celebrated by Hindus. They will learn about the story of Rama and Sita. Children will learn that Sikhs celebrate a version of Diwali (Bandi Chhor Divas).</i></p> <p><b>S1.1c</b> - As <b>Scientists</b> WALT – Identify and classify animals and their offspring (Lesson 1)</p> <p><b>Outcome</b> – Children will have an awareness of the terms used for offspring for a variety of animals.</p>	<p><b>Road Safety Week</b></p> <p><b>Anti-Bullying week</b></p> <p><b>Inter faith week</b></p> <p><b>Children in need</b></p>
	Homework	<p><b>Number bond or timetables practise:</b> 10x (listen to song, write down x facts remembered)</p>	<p><b>Spellings:</b> watch, want, wasp, swan, station, caption, mention, potion, many, laughed</p>	<p><b>Rocket Phonics</b> <b>Levelled reader</b> <b>Reading Plus</b></p>	<p><b>Flipped homework:</b> To verbally rehearse a spoken invitation using sentence starters.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20.11.23 (11)</p>	<p><b>Area of learning:</b> Subtraction</p> <p><b>Knowledge and skills:</b> Concrete and pictorial 2d-1d 2d-2d</p> <p><b>Mental maths focus:</b> all pairs of multiples of 10 with a total of 100</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Diary recount of the Great Fire of London</p> <p><b>Text:</b> Toby and the Great Fire of London</p> <p><b>Knowledge and skills:</b> Use full stops, capital letters, question marks correctly. Identify and use nouns. Identify proper nouns and use capital letters appropriately. Begin to use statements and questions Creating their own statement and questions Planning diary entry</p>	<p><b>Rocket Phonics:</b> ci (sh) and ssi (sh)</p> <p><b>Reading lesson</b> Question word focus: who?</p>	<p><b>How can we use ICT to create an invitation to our challenge outcome?</b></p> <p><b>C1.2b</b> – As digital technicians WALT - use technology purposefully to manipulate content (over 2 lessons) <b>Outcome</b> – Children will use Powerpoint to manipulate content. They will learn how to copy and paste images, add text and use the cropping tool to create a powerpoint invite to our challenge outcome.</p> <p><b>C1.2c</b> – As digital technicians WALT save and store work <b>Outcome</b> – Children to become familiar with Microsoft Word. They will learn how to use Word to copy up their firework poem from English. They will create a folder to save their firework poem in.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will use ICT to create an invite to their challenge outcome. They will use Word to copy up their firework poems, which can be displayed at their outcome.</p> <p><b>S1.1c</b> - As Scientists WALT – Identify and classify animals and their offspring (Lesson 2) <b>Outcome</b> – Children will have an awareness of the terms used for offspring for a variety of animals.</p>	<p>Thanksgiving</p> <p>First Sunday of Advent</p>
<p>Homework</p>	<p><b>Number bond or timetables practise:</b> 10x in order</p>	<p><b>Spellings:</b> special, musician, official, facial, mission, passion, session, possessions, because, any</p>	<p><b>Rocket Phonics</b> Levelled reader Reading Plus</p>	<p><b>Flipped homework:</b> To practice spoken parts of our outcome</p>	<p>4PM Assembly 1MH INSPiRE</p>

27.11.23 (12)	<p><b>Area of learning:</b> Subtraction</p> <p><b>Knowledge and skills:</b> 2d-1d 2d-2d Written method</p> <p><b>Mental maths focus:</b> 2d-2d</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Diary recount of the Great Fire of London</p> <p><b>Text:</b> Toby and the Great Fire of London</p> <p><b>Knowledge and skills:</b> <i>Use full stops, capital letters, question marks correctly.</i> <i>Identify and use nouns.</i> <i>Identify proper nouns and use capital letters appropriately.</i> <i>Begin to use statements and questions</i></p> <p>Shared write Draft</p>	<p><b>Rocket Phonics:</b> Consolidation week</p> <p><b>Reading lesson</b> Question word focus: when?</p>	<p><b>How can we tell stories of fire?</b> Rehearsals for outcome</p> <p><b>Oracy links:</b> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To adapt how they speak in different situations according to audience. To make connections between what has been said and their own and others' experiences. Confident delivery of short pre-prepared material.</p> <p>As <b>Theologians</b> WALT – identify and describe some of the core beliefs in Islam <b>Outcome</b> – Children will complete a poster/fact sheet on the beliefs in Islam</p> <p>As <b>Theologians</b> WALT – identify and describe some of the core beliefs in Islam (The Five Pillars – Shahadah) <b>Outcome</b> – Children will identify The Five Pillars followed by explaining the first pillar and giving examples.</p>	St Andrew's day
	Homework	<p><b>Number bond or timetables practise:</b> 10x (muddled up)</p>	<p><b>Spellings:</b> nature, feature, lyrics, bicycle, muscle, crescent, fasten, wrestle, eyes, friends</p>	<p><b>Rocket Phonics</b> <b>Levelled reader</b> <b>Reading Plus</b></p>	<p><b>Flipped homework:</b> To practice spoken parts of our outcome</p>

04.12.23 (13)	<p><b>Area of learning:</b> Money</p> <p><b>Knowledge and skills:</b> Recognise coins and notes Select money Make the same amount Count money – pence</p> <p><b>Mental maths focus:</b> Adding 10s</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Diary recount of the Great Fire of London</p> <p><b>Text:</b> Toby and the Great Fire of London</p> <p><b>Knowledge and skills:</b> Editing Publishing</p>	<p><b>Rocket Phonics:</b> Consolidation week</p> <p><b>Reading lesson</b> Question word focus: where?</p>	<p><b>How can we tell stories of fire?</b> Rehearsals for outcome</p> <p><b>Oracy links:</b> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To adapt how they speak in different situations according to audience. To make connections between what has been said and their own and others' experiences. Confident delivery of short pre-prepared material.</p> <p>As <b>Theologians</b> WALT – give examples of how stories show what people believe</p> <p><b>Outcome</b> – Children will listen to The Islamic Stories of the Prophet and the Ants and The Crying Animal. They will discuss different ways on how people should treat animals and create a poster out caring for animals.</p> <p>As <b>Theologians</b> WALT – identify and describe Muslim artefacts</p> <p><b>Outcome</b> – Children will label artefacts and match to the correct description.</p>	<p>International Volunteer day</p> <p>Cold Moon</p> <p>Human rights day</p>
Homework	<p><b>Number bond or timetables practise:</b> 10x quickfire (test)</p>	<p><b>Spellings:</b> swallow, wander, lotion, direction, precious, delicious, discussion, profession, once, please</p>	<p><b>Rocket Phonics</b> <b>Levelled reader</b> <b>Reading Plus</b></p>	<p><b>Flipped homework:</b> To practice spoken parts of our outcome</p>	<p><b>Winter fair (Wed)</b></p>
11.12.23 (14)	<p><b>Area of learning:</b> Money</p> <p><b>Knowledge and skills:</b> Count money – pounds (notes and coins) Find total Compare money Money word problems</p> <p><b>Mental maths focus:</b> Subtracting 10s</p>	<p><b>Oracy focus linked to challenge pack outcome</b></p>	<p><b>Rocket Phonics:</b> Booklet 7</p> <p>ai sound family</p> <p><b>Reading lesson</b> Question word focus: what?</p>	<p><b>How can we tell stories of fire?</b> Rehearsals for outcome</p> <p><b>Oracy links:</b> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To adapt how they speak in different situations according to audience. To make connections between what has been said and their own and others' experiences. Confident delivery of short pre-prepared material.</p> <p>Children will complete their performance to retell a story/ stories of fire.</p>	

Homework	Number bond or timetables practise: 10x quickfire (test)	Spellings: Saturday, explain, shades, acorn, raking, reindeer, eight, prey, grey, steak	Rocket Phonics Levelled reader Reading Plus	Flipped homework: To practice spoken parts of our outcome	Y2 Subject led assembly (Tues) EYFS Carol concert (Weds) Pantomime (TBC)
18.12.23 (15)	<u>Assessment week - PUMA</u>	<u>Assessment week - PIRA</u>	Rocket Phonics: ee sound family	As <b>Theologians</b> WAL – about how Christians celebrate the birth of Jesus  <b>Outcome</b> – Children will learn about the Christian festival of Christmas and the birth of Jesus. They will learn that the Christingle represents the world, Jesus' blood, the food and the light (God's love).  Science: Retrieval and unit evaluation/assessment: Animals including Humans	
Homework	Number bond or timetables practise: 10x quickfire (test)	Spellings: compete, green, field, shield, peach, tasty, family, honey, money, secret	Rocket Phonics Levelled reader Reading Plus	Flipped homework: Evaluate assembly after family feedback	