




Curriculum | Medium Term Plan - Autumn - Year Two



Victoria Park
Primary Academy

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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:	(8 & 7 weeks)		
Summary:	Children will use knowledge of history beyond living memory and Geography of UK to create a class assembly which retells a historical story of fire.						
Key texts:	<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 <u>Poetry:</u> Firecrackers <u>Non-Fiction:</u> The Great Fire of London Pop up London	Trips and visits:	Freshwater theatre company to deliver a workshop about the Gunpowder Plot/Great Fire of London				
		Science Units	Animals including humans				
	Physical Oracy (Voice, Body Language)		Linguistic Oracy (Vocabulary, language, rhetorical techniques)		Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)		Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)
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:	NICER:
1	<p>Area of learning: Place Value (Number – Year 1 recap)</p> <p>Knowledge and skills: 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>Mental maths focus: Counting from 0 to 20 and 20 to 0</p>	<p>Basic skills</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> <i>Pencil grip</i></p> <p>Outcome: to write my name using correct letter formation</p>	<p>What is Sparks Will Fly? Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?</p> <p>C1.1c – As <i>digital technicians</i> WALT - take photographs and record a video <i>Outcome</i> – 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>C1.3 – As <i>Citizens</i> WALT - know why we have rules and the importance of following these in class or in school <i>Outcome</i> – children will collaboratively discuss, create and agree on their class rules</p> <p>A1.10 – As <i>Citizens</i> WALT - talk about behaviours that are unkind to others and the emotions that this may make them feel <i>Outcome</i> – <i>as a class, we will discuss responsible ways to react to different emotions (link to book)</i></p> <p>Link to challenge outcome (for weeks learning) – children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</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

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.

Area of learning: Place Value

Knowledge and skills:

Tens and ones to 100

Use a place value chart

Using different resources to

represent numbers to 100

Ordering objects and numbers

Mental maths focus: Count

backwards from any given number

Basic skills

Know how and when to use finger spaces

Understand use high 5 sentence criteria

Use correctly structured simple sentences

Outcome: to write an All About Me factsheet

What was the Great Fire of London?

Killer Questions

What was the Great Fire of London? What was the Gunpowder plot?

H1.1c - As **Historians** WALT – Question and order events beyond living memory so that we can understand the past

Outcome – 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.

H1.2e - As **Historians** WALT – Use written evidence so that we can find out about the Gunpowder plot questions

Outcome – 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.

H1.1d – As **Historians** WALT: Sequence key events so that we can understand the chronology of the GFoL (over two lessons)

Outcome – Children will understand the key events leading up to the GFOL.

Link to challenge outcome (for weeks learning) – Children will understand what the Great Fire of London was. They will use this knowledge to APC ideas for their challenge outcome.

S1.1r - As **Scientists** WALT – Find out about and describe the basic needs of animals, including humans for survival (Lesson 1) Need for Water

Outcome – Children will have an aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.

Area of learning: Place Value

Knowledge and skills:

Recognising tens and ones in various ways

Tens and ones using addition

Compare objects

Compare numbers

Mental maths focus: Count forwards and backwards from any given number

Purpose: To Entertain

Text type: Character description

Text: The Grotlyn

Knowledge and skills:

Become familiar with a story

Read and RIP features of character description

Choose nouns precisely

How do we know?

Killer questions

How can we know what happened in the past?

H1.2e - As **Historians** WALT - Use written and visual evidence so that we can understand an eye witness account

Outcome - 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).

H1.3a - As **Historians** WALT - Identify artefacts so that we can compare different ways the past is represented

Outcome - Children will be able to match artefacts to their descriptions. They will compare artefacts from 1666 to the present day (linked to fire).

H1.3a - As **Historians** WALT: Evaluate artefacts from 1666 so that we can understand why the GFoL spread

Outcome - 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.

Link to challenge outcome (for weeks learning) - 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.

S1.1r - As **Scientists** WALT - Find out about and describe the basic needs of animals, including humans for survival (Lesson 2) Need for Air

Outcome - Children will have an aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.

Area of learning: Place Value

Knowledge and skills:

Add and subtract ones

Add and subtract 10s

Mental maths focus: Tens and ones

Purpose: To Entertain

Text type: Character description

Text: The Grotlyn

Knowledge and skills:

Identify and use adjectives

Understand what a noun phrase it and how to expand them using adjectives

Begin to use expanded noun phrases

What was the lasting impact of the Great Fire of London?

Killer Questions

Why did the Great Fire affect people so much?

G1.4c - As **Geographers** WALT - Use aerial photographs and maps so that we can recognise the way London is laid out today compared to 1666

Outcome - 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.

G1.4c - As **Geographers** WALT - Use aerial photographs and maps so that we can recognise the way London is laid out today compared to 1666 (over two lessons)

Outcome - 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.

Link to challenge outcome (for weeks learning) - Children will know of the impact of the Great Fire by using aerial photographs and maps.

S1.1r - As **Scientists** WALT - Find out about and describe the basic needs of animals, including humans for survival (Lesson 2) Need for food

Outcome - Children will have an aware of what animals inc humans need to survive. They will be able to compare the needs of different animals.

Area of learning: Addition

Knowledge and skills:

Fact families (addition and subtraction bonds within 10)

Fact families (addition and subtraction bonds within 20)

Mental maths focus: Number bonds to 10

Purpose: To Entertain

Text type: Character description

Text: The Grotlyn

Knowledge and skills:

Identify and use adjectives
Understand what a noun phrase it and how to expand them using adjectives

Begin to use expanded noun phrases

Shared write

Plan

Draft write

What is the difference between houses today and houses in the past?

As **Designers**, 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.

D1.3a – As **Designers** WALT - choose appropriate materials and tools so that we can plan a design for our Tudor house

Outcome – 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.

D1.3d - As **Designers**, WALT - measure and mark when preparing to cut materials so that we can recreate a Tudor house

Outcome – children to make their Tudor house. Working collaboratively, they will peer critique each other's Tudor houses against a specification of a Tudor house.

Link to challenge outcome (for weeks learning) – Children will create a Tudor house replica, which will be used for their challenge outcome.

S1.1q - As **Scientists** WALT – Notice that animals, including humans, have offspring which grow into adults (Lesson 1)

Outcome – Children will have an understanding of the term offspring. They will know example life cycles.

(7)	<p>Area of learning: Addition</p> <p>Knowledge and skills: Double Adding three 1-digit numbers</p> <p>Mental maths focus: Doubles</p>	<p>Purpose: To Entertain Text type: Character description Text: The Grotlyn</p> <p>Knowledge and skills: <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>What has been learnt from the Great Fire of London?</p> <p><u>Killer Questions</u> <i>What have we learnt from events in the past involving fire?</i> <i>Why is fire safety so important?</i></p> <p>H1.3b, H1.3c - As Historians 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 <i>Outcome</i> – Children will be able to discuss changes as a result of the GFoL.</p> <p>PSHE B1.3 - As Citizens WALT – Know how to make a clear call to the emergency services so that we can keep ourselves safe <i>Outcome</i> – Children will be aware of key information they need to know when making a call to the emergency services.</p> <p>Forest School session linked to the fire triangle.</p> <p>Link to challenge outcome (for weeks learning) – Children will be aware of what to do if there is a fire and how to keep themselves safe.</p>
(8)	<p>First half term – retrieval and recap</p>	<p>Whole school Writing Project – Linked to Opal Play projects</p>	<p>PSHE C1.3 - As Citizens WALT – Know why we have rules and the importance of following these in class/school <i>Outcome</i> – Children will recap the school and class rules and have an understanding of why these rules are important in keeping us safe.</p> <p>S1.1q - As Scientists WALT – Notice that animals, including humans, have offspring which grow into adults (Lesson 2) <i>Outcome</i> – Children will have an understanding of the term offspring. They will know example life cycles.</p>
	<p>Half term</p>		

(9)	<p>Area of learning: Addition</p> <p>Knowledge and skills: Concrete and pictorial 2d+1d 2d+2d</p> <p>Mental maths focus: all pairs of numbers with a total of 20</p>	<p>Purpose: To Inform Text type: Diary, recount of the Great Fire of London Text: Toby and the Great Fire of London</p> <p>Knowledge and skills: 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>How can we use colour to create a firework image?</p> <p>(Declarative) - As Artists WALT – Explore artists that use colour mixing <i>Outcome</i> – Children will answer questions about the artists choice of colour and mediums/tools.</p> <p>A2.3a, A2.3b - As Artists WALT – Mix primary colours to make secondary colours <i>Outcome</i> – Children will be able to list the primary colours. They will mix colours to create secondary colours.</p> <p>Link to challenge outcome (for weeks learning) – Children will create a firework image, which they will use to create a firework poem. These poems will be performed in the challenge outcome.</p>
(10)	<p>Area of learning: Addition</p> <p>Knowledge and skills: 2d+1d 2d+2d Written method</p> <p>Mental maths focus: all pairs of numbers with a total of 20 (cont)</p>	<p>Purpose: To Inform Text type: Diary, recount of the Great Fire of London Text: Toby and the Great Fire of London</p> <p>Knowledge and skills: <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>A2.3c - As Artists WALT – Use tools and materials so that we can create a firework image <i>Outcome</i> – Children will be able to use secondary colours and tools to create a firework image to be used in English.</p> <p>S1.1c - As Scientists WALT – Identify and classify animals and their offspring (Lesson 1) <i>Outcome</i> – Children will have an awareness of the terms used for offspring for a variety of animals.</p>

(11)	<p>Area of learning: Subtraction</p> <p>Knowledge and skills: Concrete and pictorial 2d-1d 2d-2d</p> <p>Mental maths focus: all pairs of multiples of 10 with a total of 100</p>	<p>Purpose: To Inform Text type: Diary, recount of the Great Fire of London Text: Toby and the Great Fire of London</p> <p>Knowledge and skills: <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> Creating their own statement and questions Planning diary entry</p>	<p>How can we use ICT to create an invitation to our challenge outcome?</p> <p>C1.2b – As <i>digital technicians</i> WALT - use technology purposefully to manipulate content (over 2 lessons) <i>Outcome</i> – 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>C1.2c – As <i>digital technicians</i> WALT save and store work <i>Outcome</i> – 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>Link to challenge outcome (for weeks learning) – 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>S1.1c – As <i>Scientists</i> WALT – Identify and classify animals and their offspring (Lesson 2) <i>Outcome</i> – Children will have an awareness of the terms used for offspring for a variety of animals.</p>
(12)	<p>Area of learning: Subtraction</p> <p>Knowledge and skills: 2d-1d 2d-2d Written method</p> <p>Mental maths focus: 2d-2d</p>	<p>Purpose: To Inform Text type: Diary, recount of the Great Fire of London Text: Toby and the Great Fire of London</p> <p>Knowledge and skills: <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> Shared write Draft</p>	<p><u>How can we tell stories of fire?</u> Rehearsals for outcome</p> <p>Oracy links: 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 <i>Theologians</i> WALT – identify and describe some of the core beliefs in Islam <i>Outcome</i> – Children will complete a poster/fact sheet on the beliefs in Islam</p> <p>As <i>Theologians</i> WALT – identify and describe some of the core beliefs in Islam (The Five Pillars – Shahadah) <i>Outcome</i> – Children will identify The Five Pillars followed by explaining the first pillar and giving examples.</p>

(13)	<p>Area of learning: Money</p> <p>Knowledge and skills: Recognise coins and notes Select money Make the same amount Count money – pence</p> <p>Mental maths focus: Adding 10s</p>	<p>Purpose: To Inform Text type: Diary, recount of the Great Fire of London Text: Toby and the Great Fire of London</p> <p>Knowledge and skills: Editing Publishing</p>	<p><u>How can we tell stories of fire?</u> Rehearsals for outcome</p> <p>Oracy links: 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 Theologians WALT – give examples of how stories show what people believe <i>Outcome</i> – 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 Theologians WALT – identify and describe Muslim artefacts <i>Outcome</i> – Children will label artefacts and match to the correct description.</p>
(14)	<p>Area of learning: Money</p> <p>Knowledge and skills: Count money – pounds (notes and coins) Find total Compare money Money word problems</p> <p>Mental maths focus: Subtracting 10s</p>	<p>Oracy focus linked to challenge pack outcome</p>	<p><u>How can we tell stories of fire?</u> Rehearsals for outcome</p> <p>Oracy links: 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>
(15)	<p><u>Assessment week - PUMA</u></p>	<p><u>Assessment week - PIRA</u></p>	<p><u>How can we tell stories of fire?</u></p> <p>Children will complete their performance to retell a story/ stories of fire.</p> <p>TASC wheel for evaluate (Learn from Experience)</p> <p>Science: Retrieval and unit evaluation/assessment: Animals including Humans</p>