



The Learning Challenge

Curriculum

2024-2025

YEAR 2



CLASS: HEDGEHOG



Autumn Term Curriculum Map Year 2

	Autumn 1 & Autumn 2 Great Fire of London <u>How did the great fire of London change our capital city?</u>			
English	• Poems using the senses • Stories with recurring language		• Introduction to plays • Recounts • Newspaper reports	
Maths WRM	• Place value • Addition and subtraction • shape <i>Ongoing fluency, reasoning and problem solving</i>			
Science WRM	<i>Animals needs for survival</i> 1. Mammals 2. Birds 3. Fish 4. Amphibians 5. Reptiles 6. Humans	<i>Humans</i> 1. Exercise 2. Food 3. Hygiene 4. Teeth	<i>Materials</i> 1. Explore materials 2. Wood, paper, cardboard 3. Brick and rock 4. Glass and plastic 5. Metal 6. Fabrics 7. Same object, different material 8. Plan waterproof experiment 9. Investigate waterproof experiment	<i>Sustainability plastic</i> 1. How is plastic helpful and harmful 2. How can we reduce our plastic waste in school?

History	1. Explain why Britain has a special history by naming some famous events and some famous people Explaining historical significance Introduction to the great fire of London, watch video magic Grandad, talk about key facts and key people. 2. Recount some interesting facts from an historical event, such as where the 'Fire of London' started and how? Understanding chronology Write facts about great fire of London 3. Research the life of a famous Briton from the past using different resources to help them Interpreting sources and evidence iPad, books, note taking on who Samuel Pepys was, children display work however they like (poster, diary) 4. Research the life of a famous Briton from the past using different resources to help them Interpreting sources and evidence iPad, books, note taking on who Sir Christopher Wren, St Pauls Cathedral was, children display work however they like (poster, diary) 5. Sequence a set of events in chronological order and give reasons for their order Understanding Chronology To order events from Great fire of London on a timeline 6. Explain how the events Great Fire London changed Britain Understanding cause and consequence/identify similarity and difference/ describing change and continuity Talk about what has changed, houses, laws, fire brigade etc/ describe the past and present 7. Use a timeline of 2 or more events in British History Understanding chronology Look at key events and their dates, great fire of London 1666, captain Scott expedition and first black president – order these on a timeline.
Geography	1. Locate UK on world map and which continent we are in Geographical Knowledge Children use atlas to locate the UK and label onto map. Recap continent in atlas and locate our continent 1. Name, locate and identify characteristics of the four countries of the UK and their capital cities Geographical Knowledge Use atlases to locate 4 main countries in the UK and their capital cities, label these onto a map 2. Main key landmarks – St Pauls Cathedral, Great Fire of London Monument, Pudding Lane Human and Physical Geography Human features Look at key landmarks linked to Pudding Lane and the Great Fire of London 3. Describe some physical features such as rivers, weather, field, hill river Thames's link to GFL Human and Physical Geography Physical features Look at the River Thames map and other physical features 4. Go on a walk and record data on types of houses in local area e.g., terraced, detached, thatched Geographical skills and field work Take the children along Maltese road and record what houses they see using a type of graph 5. Draw a map of a real or imaginary place (linked to the spread of fire from pudding lane) add detail to a sketch map from aerial photograph Mapping Use Pudding Lane map drawn by teacher – children look at the human features and draw their own – shops, bakery, houses (thatched roof)

Online Safety – Purple Mash Unit 2.2

- to know how to use the search tool and how to share work electronically
- to begin to understand email as a communication tool
- to understand that information put online leaves a digital footprint or trail

Graphics (Images and Music) – Purple Mash Units 2.6 and 2.7**Images (Creating Pictures - Unit 2.6)**

- to study and recreate impressionist art
- to study and recreate pointillist art
- to study and recreate the work of Piet Mondrian
- to study and recreate the work of William Morris using pattern templates
- To study and create surrealist art

Music (Making Music – Unit 2.7)

- To explore, edit and combine sounds
- To add sounds to improve a tune, thinking about how music can express feelings
- To upload and record sounds to create tunes

Coding – Purple Mash Unit 2.1

- To understand what an algorithm is
- To understand the collision detection event
- To understand that algorithms follow a sequence
- To understand that different objects have different properties
- To understand the function of buttons in a program
- To know what debugging means and debug simple programs

Construction and mechanisms: Make a moving fire engine

1. To design a moving fire engine – **make simple drawings and label parts**
Developing, planning and communication ideas

Look at pictures, sketch and label fire engine

2. To begin constructing moving fire engine – **choose the best tools and materials and give reason why. Developing, planning and communication ideas**

To choose materials and tools and begin making moving fire engine

3. To join materials together in different ways - **Working with tool and equipment**

Join materials on moving fire engine – wheels etc

4. To continue developing moving fire engine - **Working with tool and equipment**

Continue work

5. To add colour to finished product - **painting**

Paint/colour product

6. To add colour to finished product - **painting**

Paint/colour product

7. To evaluate learning – **explain what went well, identify strengths and possible changes. Evaluating**

To fill in evaluation sheet

Art	<u>Painting: Great Fire of London scene (Pollock inspired fire scene flicking paint)</u> 1. Introduce Jackson pollock - say how artist / designer have used colour, pattern and shape look at PowerPoint and examples of his work and write facts talk about his strategies 2. mix colours to make brown – painting mix colours to make their own brown / mix paint to create all the secondary colours / sketchbooks begin to demonstrate their ideas through drawings in their sketch books mix colours to make brown using sketchbooks and paint 3. use Pollock techniques to make shapes and patterns using certain colours - drawing show patterns and texture in their drawings / sketchbooks begin to demonstrate their ideas through drawings in their sketch books look at Pollock art and talk about his techniques use colours and brown to create patterns shapes in sketchbooks 4. Recap facts about great fire of London draw Tudor houses Drawing- use charcoal, pencil and pastels to create Tudor houses / sketchbooks begin to demonstrate their ideas through drawings in their sketch books Look at pictures of Tudor houses, use charcoal, pencils and pastels to create pictures of houses in sketchbooks 5. Use skills of Tudor houses and flicking paint to create double page spread in sketchbooks Painting - create a piece of work in response to another artist's work (Pollock) / sketchbooks begin to demonstrate their ideas through drawings in their sketch books Use sketchbooks, charcoal, paint to create picture 6. Use skills of Tudor houses and flicking paint to create large picture in groups Painting - create a piece of work in response to another artist's work (Pollock) Large pieces of paper, paint, charcoal group work 7. Evaluate learning from this half term.	
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M u s i c	Pulse, rhythm and pitch	Playing in an orchestra
P.E.	Gymnastics skills - plan and show a sequence of movements - use contrast in their sequences - movements are controlled - think of more than one way to create a sequence which follows a set of 'rules' - work on their own and with a partner to create a sequence - Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. <u>NC Skills</u> - Master basic movements (developing balance, agility and co-ordination) - Perform dances using simple movement patterns. Tag Rugby skills - begin to throw and catch with control - stay in a 'zone' during a game - decide where the best place to be is during a game - use one tactic in a game - follow rules <u>NC Skills</u> - Participate in team games (developing simple tactics for attacking and defending)	Dance skills linking to KS1 performance - dance imaginatively - change rhythm, speed, level and direction - dance with control and co-ordination - make a sequence by linking sections together - link some movements to show a mood or feeling <u>NC Skills</u> - Master basic movements (developing balance, agility and co-ordination) - Perform dances using simple movement patterns. Hockey skills - To hold a stick/racket correctly - use hitting, kicking and/or rolling in a game - stay in a 'zone' during a game - decide where the best place to be is during a game - use one tactic in a game - follow rules <u>NC Skills</u> - Master basic movements (running, agility and co-ordination) - Participate in team games (developing simple tactics for attacking and defending)

R.E.	<u>Theology</u> - Why is light an important symbol for Christians, Jews and Hindus? <u>Christianity, Judaism, Hinduism</u> 1. Discuss different light sources and how they affect the senses 2. Examine what different sources of light mean to Christians 3. Compare beliefs of different faiths regarding light 4. Investigate Hindu beliefs about light 5. Assess similarities and differences in beliefs	<u>Theology</u> - What does the nativity story teach Christians about Jesus? <u>Christianity</u> 1. Compare different bible stories and identify similarities and differences 2. Examine what makes Jesus special to Christians and how they show that 3. Investigate Christian traditions and how they are linked to the story of The Nativity 4. Recommend ways in which Christians can be charitable towards others 5. Construct a knowledge organiser which connects learning
P.H.S.E.	Being me in my world • Explain why my behaviour can impact on other people in my class. • compare my own and my friends' choices and can express why some choices are better than others	Celebrating differences explain that sometimes people get bullied because they are seen to be different. who do not conform to gender stereotypes explain how it feels to have a friend and be a friend. I can also explain why it is my friends



The Learning Challenge *Curriculum*

Knowledge organisers and vocabulary grids

Key Vocabulary

How did the great fire of London change our capital city?

Burning	Fire	Smoke	Fireman	Bakery
Escape	Leather bucket	London	Diary	Fire hooks
Flammable	Eyewitness	Government	Wattle and daub	Thatched roof

Knowledge organiser

Year 2

The Great Fire of London

Key vocabulary

Burning	When something is on fire
Fire	The light and heat when something is burning
Smoke	The visible gases in the air when something is burning
Fireman	Someone whose job it is to put out fires
Bakery	A place where bread and cakes are made
Escape	To get away without being caught or harmed
Leather bucket	Leather is a tough material and buckets were made from this before plastic
London	The capital city of the UK
Diary	A book someone records their daily thoughts in
Fire hooks	A metal pole with a hooked end that was used for pulling down buildings that were on fire
Flammable	When something burns easily
Eyewitness	A person who saw an event and can describe it
Government	A group of people who make the rules for a country
Wattle and daub	Animal waste, straw and mud used to make walls of buildings
Thatched roof	Dried straw laid on a roof

Timeline of key events

Sunday 2nd September 1666

The fire began at Thomas Farriner's bakery on pudding lane. Samuel Pepys suggests to King Charles II that the houses should be pulled down.

Tuesday 4th September 1666

The fire reaches its peak. St Paul's Cathedral is destroyed. The wind begins to die down.

Thursday 6th September 1666

The final fires are extinguished. People have to sleep in tents on the outskirts of London because their homes have been destroyed.

Monday 3rd September 1666

Half the city has been destroyed and the fire is still spreading.

Wednesday 5th September 1666

The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out.

Key places

Key Numbers

Pudding lane – This is where the fire started	The fire lasted 5 days
London Bridge – This is the only way they could cross the River Thames	13,200 houses and 87 churches were destroyed
The River Thames – Many people escape to the river	100,000 people were left homeless
St Paul's Cathedral – This was burnt down and rebuilt using designs from Christopher Wren	6 people died

Important

people



Thomas Farrier
The baker



Samuel Pepys
Writer



King Charles II
King



Sir Christopher Wren
Architect