

## English

Key Texts: Vlad and the Great Fire of London. Kate Cunningham.

The Great Fire of London. Emma James and James Weston-Lewis.

### Writing composition:

Senses poems, diary entry, persuasive letters

### SPaG:

Subordination (using when, if, that, because) and coordination (using or, and, or, but).

Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

## RE

How and why do we celebrate special and sacred times?  
Who is a Muslim and what do they believe?

## History

Can I use information to describe differences between then and now in history?  
What are the main events from The Great Fire of London?  
What is the order of events of The Great Fire of London?  
What do pictures and objects tell me about the past?

## Science: Plants

Working scientifically: Using observations and ideas to answer questions:

Can I observe and describe how seeds and bulbs grow into mature plants?

Performing a simple test choosing one variable: Can I find out and describe how plants need water, light and a suitable temperature to grow healthy?

## Computing

How can I make choices about which software is most appropriate?

- Can I independently use an iPad to take a photo and add text?
- What are common uses of IT at school and in the wider world?

## Year 2 Term 3

# Why is The Great Fire of London significant?

## PE

Outdoor: Attacking and defending

Indoor: Circuit Training

## Spelling

Term 3 Jungle Club

## Art

Can I describe colours using the terminology tint and shade?

Can I make as many tints as possible using poster paint mixed with white poster paint?

Can I darken colours using black poster paint to create shades?

Can I collect, sort and match colours to create an image? (collages)

Use a sketchbook to experiment with ideas.

## PSHE: Managing secrets; resisting pressure and getting help. Recognising hurtful behaviour.

- I understand hurtful behaviour including name-calling, bullying and deliberately excluding others is not acceptable. I know how to report bullying.
- I know sometimes people behave differently online, including by pretending to be someone they are not.
- I understand the importance of not keeping secrets.
- I know some basic techniques for resisting pressure to do something I don't want to do and may not be safe.
- I know what to do if I feel unsafe or worried for myself or others; who to ask help and what vocabulary to use when asking for help; to persevere until they are heard.

### Respecting ourselves and others

- Recognising in common and difference; playing and working cooperatively; sharing opinions.
- I can recognise the ways in which I am the same and different to others.
- I am able to listen and play cooperatively.
- I know how to talk and share my opinions on things that matter to me.