

Year 2 Medium Term Planning Summer 1 – The Great Fire of London

	1	2	3	4	5	6
English	Narrative Vlad and the Great Fire (picture book) Katie in London Narrative- simple story- Escape the fire	Narrative Vlad and the Great Fire (picture book) Katie in London Narrative- simple story- Escape the fire	Narrative Vlad and the Great Fire (picture book) Katie in London Narrative- simple story- Escape the fire	Recount Explanation- How did the fire spread across London?	Recount Explanation- How did the fire spread across London?	Recount Explanation- How did the fire spread across London?
		Intervention	SATS	SATS	SATS	SATS
Spelling focus	Adding 'ness'	S makes zh sound	Adding 'ness'	Words ending in 'le'	Special focus: homophones	Words ending in 'el'
SPAG FOCUS	Punctuating sentences correctly.	Punctuating sentences correctly.	Contractions	Contractions	Expanded noun phrases	Adverbs
Reading focus	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
Maths	Shapes: Sort 2d shapes Sort 3d shapes Count edges, faces and vertices of 3d shapes Sort 3d shapes	Fractions: Parts and whole Equal and Unequal parts Recognise a half Finding a half Recognise a quarter	Fractions: Find a quarter Recognise a third Find a third Find the whole Unit fractions	Fractions: Finding non-unit fractions Recognise equivalent of half and two quarters Recognise three quarters Find three quarters	Fractions: Count in fractions up to a whole Length and Measurement: Measure in cm and m Compare lengths and heights Order lengths and heights 4 operations with lengths and heights	Length and Measurement: Language of Position Describe Movement Describe turns Describe movement and turns Shape patterns with turns
Science	To identify a variety of everyday materials.	To distinguish between an object and the material it's made from.	To investigate properties of different materials.	To investigate properties of different materials.	To explain how the properties of different materials can be changed.	Assessment
History	To sequence the events of the Great Fire of London. To know where it comes on a historical timeline.	To understand differences between fire safety then and now. (Design London)	To learn about Samuel Pepys as a significant individual and the impact of his diaries. (Write a section of the diary) Kind Charles I	To understand the differences in society during The Great Fire and now. (How has London changed?)		
Geography	Know where London is on a map and can locate its key features.				Know the 4 UK countries and capital cities.	Complete a traffic survey and input data into diagrams/tables.
Art					Creating a colour wheel using paints.	Creating a painting depicting the Great Fire of London.
Design technology	Weaving (ongoing) Creating an ocean inspired piece of weaving Create a Tudor House using a net	Weaving Creating an ocean inspired piece of weaving Explore the features of a Tudor House	Weaving Creating an ocean inspired piece of weaving Design a Tudor House	Weaving Creating an ocean inspired piece of weaving Make a Tudor House	Weaving Creating an ocean inspired piece of weaving Make a Tudor House	Museum Classroom – present The Great Fire of London.
ICT	To understand what an algorithm is. • To	• To create a program using a given design. •	To understand that algorithms follow a	• To understand that different objects have	• To know what debugging means. •	• To understand the need to test and debug a program

	create a computer program using an algorithm.	To understand the collision detection event. Use data collected to input data and make pictogram using 2count on Purple Mash. *** Topic	sequence. • To design an algorithm that follows a timed sequence.	different attributes (properties). • To understand what different events do in code. To create a program using a given design. • To understand the function of buttons in a program.		repeatedly. • To debug simple programs.
Music	London's Burning – learn as an ensemble ** CORONATION SONG	London's Burning – break into groups and try in cannon ** CORONATION SONG	London's Burning – Create rhythm boards adding instruments to their performance			
PSHE	I know how to make friends.	I try to solve friendship problems when they occur.	I help others feel part of a group.	I show respect in how I treat others.	I know how to help myself when I am upset or someone else is.	I can know and show what makes a good relationship.
RE	To be able to recall some of the Saints.	To be able to recall some facts about Saint George.	To be able to recall some facts about Saint George and his story.	To be able to explain what we can learn from Saint George.		
PE	I can apply correct jumping technique. I know when and why I jump.	I know how to jump and jump in combination. I can jump in combination of different distances and speeds.	I can do linking jumps. I can apply my knowledge in a jumping competition.	I can apply knowledge of racket skills from Year 1. I can hit accurately. I can hit with appropriate power.	I can develop tactical thinking when hitting. I know why hitting into space is essential in certain games.	I know how to score points from the opposing team.