

# Year 2 Planning sheet-Cross-Curricular Themes- What was London like during the Great Fire and the Plague? Autumn Term 2

## Science – Uses of everyday materials

### **Pupils will be taught:**

- To identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particularly uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### Working scientifically:

Discuss how some materials are used for more than one thing e.g. wooden spoon, chair etc. metal coin, car etc.

Sorting natural and manmade materials  
A simple experiment, observation and record: crepe paper strength test, greaseproof paper test.

## Computing

### **Pupils will be taught:**

- **use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**
- **Use technology purposefully to create, organise, store, manipulate and retrieve digital content**
- **Recognise common uses of technology beyond school**

Understand the importance of staying safe online

Young explorer to research The Gunpowder Plot, The Plague and The Great Fire of London

Use Jit5 mix to add pictures and text.

Create a warning notice about The Gunpowder Plot.

## History

### **Pupils will be taught:**

To develop an awareness of the past, using common words and phrases relating to the passing of time, and use a wide vocabulary of everyday historical terms. To begin to understand chronology and similarities and differences between different ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events. Understand some of the ways in which we find out about the past.

- **About events beyond living memory that are significant nationally and globally.**
- **about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods**

The Plague and the Great Fire of London (Links to English).

Guy Fawkes, Samuel Pepys.

## Physical Education

### **Pupils will be taught to:**

- **master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**

### Games

Work co-operatively with a partner.

Develop control when throwing and catching.

Control a ball using feet.

## **Theme: What was life like during the Plague and the Great Fire Of London?**

## Art and Design

### **Pupils will be taught:**

- **To use a range of material creatively to design and make products.**
- **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**
- **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**

Use paint and black paper to create a Fire of London silhouette scene.

Watercolour poppy art.

Matisse – collage art.

Create a stained glass window effect

Christmas card and calendar.

## Music

### **Pupils should be taught:**

- **use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **play tuned and untuned instruments musically.**

Understand and explore how music is created, produced and communicated, including through the dimensions : pitch, duration, dynamics, tempo and appropriate musical notation

**Sing a variety of songs developing control of breath, dynamics, rhythm and pitch.**

Explore pulse and rhythm

**London Bridge has fallen down, Oranges and Lemons, ring a ring of roses**

**Christmas carols and musical accompaniment**

**Voices Foundation units 18 and 19**

## Geography

- **Use basic geographical vocabulary to refer to: Key physical features e.g. river, hill... Key human features e.g. town, railway, road, bridge, church, shop, house...**
- **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.**
- **Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map. (near, far, left, right)**
- **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment**

Use a simple map of the school grounds N S E W

Field work trip to London, following a simple map and locating features linked to topic e.g., road, railway, River Thames, London Bridge Monument, Tower of London...

Compare old and new buildings

Devise own map

## RHE

### **What is bullying?**

Pupils will be taught:

- how words and actions can affect how people feel.
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.
- how to respond if this happens in different situations.
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

## Religious Education

### **Why are Saints important to Christianity?**

- Develop an understanding of the qualities that make a saint.
- Understand the meaning of All Saints Day.

### **Where is the light of Christmas?**

- Develop an understanding of the Christian belief that Jesus is the light of the world.
- Know about and participate in the Christian celebration of Christingle.
- Know the Christmas Story and explore through role play and different view-points.
- Develop an understanding of light used to represent God e.g. The wise men guided by the light and guiding lights in our lives

**MCOF week** – name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas, world map, art, music and cultural differences appropriate for each class.

**Statements in red removed due to COVID risk assessment.**