



THERE'S NO FULL STOP TO LEARNING

Year Two

Term Autumn 2

Topic: The Great Fire of London

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

PSHE

- What keeping healthy means (link to Science)
- Keeping safe (link to Great Fire of London and fire safety)

History

- Remembrance Day
- Know about events beyond living memory – Plague, Great Fire of London, Gunpowder Plot, Remembrance Sunday
- Know about the lives of significant individuals (Guy Fawkes, Samuel Pepys, King James I, King Charles II)

Geography

- Compare maps of London before the Great Fire of London with maps of how London is in 2025

Computing

- Understand that programs run by following clear instructions
- Use simple coding programs

PE

- **Games** - Multiskills and Ball Skills
- **Gymnastics** - Balancing

Spanish

- Likes and dislikes – link to food (Science)
- Hobbies – link to good exercise (Science)

DT

- Explore the use of mechanisms - design and make a moving fire truck
- Signage for new businesses

English

- Instructions about how to be safe with sparklers – **command sentences**
- Using **expanded noun phrases** to describe bonfires
- Writing **question sentences** about Great Fire of London
- Using **apostrophes for contraction** – don't, didn't etc. and **apostrophes for singular possession** – Thomas Farriner's bakery was in Pudding Lane and **conjunctions** when writing a diary (like Samuel Pepys)
- Using **commas to separate things on a list** – writing a list of the things that they would save had they lived in 1666
- Writing facts about St Pauls – using **words with suffixes** – incredibly, astonishment, endless, powerful, darkness
- Writing a letter to King Charles II – using **adjectives and adverbs** to describe what they saw

Skills and Knowledge

Art

- Make textured collages from a variety of media and by folding, crumpling and tearing materials – Great Fire of London houses and bonfire pictures
- Look at, discuss and give preferences about how different artists have represented The Great Fire of London
- Represent things observed, remembered or imagined - create portraits of Samuel Pepys
- Experiment and then use charcoal to represent St. Pauls during the Great Fire of London
- Van Gogh week – week beginning 10/11/25

Music

- Rhythm
- Christmas songs (link with RE)

RE - Celebrations

Maths

Times tables

- 2x table – arrays, repeated addition and multiplication sentences

Addition and Subtraction

- Add by making 10
- Add three 1-digit numbers
- Add to the next ten
- Add and subtract across 10
- Subtract a 1-digit number from a 2-digit number (across a 10)
- 10 more, 10 less
- Add and subtract 1s and 10s
- Add and subtract two 2-digit numbers (not across a 10)
- Add and subtract two 2-digit numbers (across a 10)
- Compare number sentences
- Missing number problems

Shape

- Recognise and describe 2D and 3D shapes using mathematical language
- Drawing 2D shapes accurately with a ruler
- Finding lines of symmetry on 2D shapes and using lines of symmetry to complete 2D shapes
- Sorting 2D and 3D shapes according to different properties
- Making patterns with 2D and 3D shapes

Science

Healthy Diet, Healthy Exercise and Hygiene (also PE and DT)

- Describe the importance for humans of eating the right amounts of different types of food and drink
- Describe the importance for humans to have the right amount of exercise
- Describe the importance for humans to have good hygiene
- Describe the importance for humans to have good sleep
- Understand that we take medicines and understand the dangers of medicines
- Know that food has to be farmed, caught or grown