

HALF TERM CURRICULUM PLAN

| Term: Autumn 2 2024-2025 | | Topic: Once upon a time | | | Classes: Owls and Robins | | |
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| Super Starter (Wow Moment): Visit from the Fire Brigade | | | | Fabulous Finish Cornet performance- Christmas | | | |
| Key Text: Toby and The Great Fire of London by Margaret Nash Vlad and the Great Fire of London by Kate and Sam Cunningham Thomas the Baker and The Great Fire of London by Marcus Alexis | Week 1 4.11.24 | Week 2 11.11.24 | Week 3 18.11.24 | Week 4 25.11.24 | Week 5 2.12.24 | Week 6 9.12.24 | Week 7 16.12.24 |
| Reading: Book Spine books | RWI | RWI | RWI | RWI | RWI | RWI | RWI |
| Writing | Grammarsaurus Objective 15 Objective 16 | Grammarsaurus Objective 17 Objective 18 | Grammarsaurus Objective 19 Objective 20 | | | | Wow Writing Letter to Father Christmas. |
| Skills | Diagonal joins to long ladder letters: <i>at all</i> <i>th ch cl</i> - correct choice and consistent use of the present tense and past tense throughout writing. | <i>eel, eet, feet, feel, teeth, heel</i> - use of the progressive form of verbs in the present and past tense to mark actions in progress. | <i>age, ame, came, made, name, game</i> | <i>ice, ide, ride, hide, twice, ice</i> - use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. | <i>ow, ou, our, out, now, down</i> -how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | <i>oi, oy, coin, joy, toy, soil</i> <u>Plan writing:</u> - plan or say out loud what they are going to write about. -write ideas and/or key words including new vocab. | <i>oa, ode, road, rode, toast, code</i> |
| Mathematics | Place Value Number lines Estimate on a number line | Place Value Compare numbers with the same numbers of tens Compare any two numbers Order objects and numbers | Geometry- Shape Recognise and name 2-D shapes Count sides of 2-D shapes Draw 2-D shapes Vertical lines of symmetry | Geometry- Shape Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes | Geometry-shape Sort 2-D and 3-D shapes Patterns with 2-D and 3-shapes | End of block assessment Revisit misconceptions from Place Value, Addition and Shape. | Consolidation |
| Science | Not in focus this half term | | | | | | |
| History Key line of enquiry: Why is it called the great fire of London? | | | | What was London like in 1666? Where did the fire of 1666 start? Why did the fire spread so rapidly? How did people try to fight the fire? Why did the city have to be rebuilt? | How do we know so much about the Great Fire of London? How did the fire impact the future? | Diary writing skills- past tense Diary entries- Samuel Pepys Write a diary entry | |
| Geography | Not in focus this half term. | | | | | | |
| Art and Design | Colour wheel Primary colours | Secondary colours | Shading-add black to a primary colour | Tinting-add white to a primary colour. | Make a colour wash background for a silhouette for the Great Fire of London | Cut the silhouette for The Great Fire. | Assemble The Great Fire picture using mixed media. |

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| Design Technology | Not in focus this half term | | | | | | |
| Music | Cornets with Anna Minear | Cornets with Anna Minear | Cornets with Anna Minear | Cornets with Anna Minear | Cornets with Anna Minear | Cornets with Anna Minear | Year 2 Christmas Cornet performance with Anna Minear |
| Physical Education Gymnastics | <p>Gymnastics – talk about the three main poses in gymnastics (pike, straddle, tuck). Use the poses in different ways and start to think about a sequence. Pose – Travel – pose – Travel pose.</p> <p>Set out three stations – Jumping, travelling and rolling (arch and dish roll). Teach how to land safely (knees bent, arms up, back straight).</p> <p>Begin to use different gymnastic vocabulary.</p> | <p>Set out the stations like in previous week. Add in different travels and a different roll (Teddy bear roll).</p> <p>Continue with the jumping off a bench.</p> <p>Work in groups to create a sequence, include a pike, straddle and tuck position. Hold their poses for a certain amount of time to ensure to sequence runs smoothly. Have their different travels last the same amount of time. For example, skip around the mat once.</p> | <p>Recap the different rolls from previous year. Teddy bear, tuck, arch and dish and forward roll. Make sure toes are pointed and body is straight.</p> <p>Introduce the rolls into a sequence, roll – travel – pose. Have an established start and end point for the audience to know.</p> | <p>Mirroring Warm up – working with a partner to perform a mirrored sequence. Add in a range shapes and sizes to ensure the sequence is different.</p> <p>Go back to the sequence. Add in different apparatus to use during the sequence (benches, horses). Continue to think about timings, e.g., how many seconds, how many steps.</p> | <p>Warm up – Pike, straddle or tuck. Have loads of pictures set on the other side of the hall – children must run and pick one up, they then decide if it's a straddle, pike and tuck.</p> <p>Go back to the sequences and practice and perfect it ready to perform.</p> <p>Once performed can the children tell the class what was good and what can be improved?</p> | <p>Perform the sequence they have been practicing. Give children 10 minutes to go over what they have worked on.</p> <p>Sit class around the outside and let pairs perform.</p> <p>Get children that are watching to give something they really like and then something they can do better.</p> | |
| Computing Digital Media Cross Curricular- Music | Project Evolve- Online Relationships | Project Evolve- Online Reputation | How music makes us feel? Rhythms and patterns. | How music can be used? | Notes and tempo? | Creating digital music? | Reviewing and editing music. |
| PSHE/RSE | Harold's picnic | How safe would you feel? | What should Harold say? | I don't like that. | Fun or not? | Should I tell? | Some secrets should never be kept. |
| Religious Education | <p>Engagement:</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Link to real life super heroes.</p> | <p>Investigation</p> <p>Does the world need to be saved? How do Christians look forward to Christmas? Traditional advent calendar and modern advent calendar. Traditional Christmas story.</p> | <p>Investigation</p> <p>What was God's plan? Did Jesus have magical powers? Jesus as God in human form. Recap bible story of Jesus showing love and power e.g. Paralyse Man or Zacchaeus story.</p> | <p>Investigation</p> <p>How can showing love to people save them? Love your neighbour as yourself – Mark 12:28-31 Questions for Sofia Owl</p> | <p>Evaluation</p> <p>Reflect on the teaching so far. Why do Christians believe God gave Jesus to the world? Love each other and loving the world.</p> | <p>Expression</p> <p>How do I show love to the world? I show love to the world by...</p> | <p>Christmas</p> <p>Stained glass windows.</p> |
| Outdoor Learning/Visits and Trips | | | | | | Cinema Visit -19th December | |