



Heapey Class St. Joseph's Theme Overview: Autumn 2



The Great Fire of London

Throughout our learning we will be going back in time to 1666 when a significant event happened. We will look at different sources of evidence to find out about the events past and what happened because of them.

Learning Challenge Questions:

Computing: What are the steps in completing your program / algorithm? How will you know that you have been successful?

Science: Why is a bottle made out of plastic? What is the best material for the job?

History- What was so 'Great' about the Fire of London

How do we know about the Great Fire of London?

How did it start? Where did it start? When did it start? What happened during the fire?

Is London today different from 1666?

Core Subjects

READING

We will develop a love of reading through the shared reading of quality texts. We will develop our independent reading skills through phonic lessons and one to one reading.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow.
- Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.
- Read further common exception words, noting tricky parts (see Year 2 list below).
- Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group.
- Orally retell simple stories, fairy tales and traditional tales as part of a group.

WRITING

In our second narrative unit we will be looking at 'Stories by the same Author'

We will use 'Talk for Writing' to learn a version off by heart and retell it using a story map. We will then write an independent innovated version of the story and show off the writing skills we have learnt.

- Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).
- Use sentences with different forms: questions and exclamations.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.
- Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...

COMPUTING

Knock, knock joke.

Create a knock knock joke animation in ScratchJr using the DARES approach to computing.

Computational thinking

- I understand decomposition is breaking objects/processes down

Coding/Programming

- I understand programs follow precise instructions
- I can create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet
- I can debug programs of increasing complexity

<ul style="list-style-type: none"> • Recognise the use of repetitive language within a simple story. • Learn and recite a poem. • Make personal reading choices and provide recommendations to others. • Choose favourite words and phrases from a text. • Identify unfamiliar words within the context of a text and discuss meanings as a group. • Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. • Pose and orally rehearse questions prior to reading non-fiction texts. • Recognise when a text does not make sense while reading. • Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. • Discuss their understanding of a text and give opinions e.g. I wouldn't like to live next door to those noisy pirates! • Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone. • Draw inferences about characters from the text e.g. what is the character thinking, saying and feeling? • Make predictions based on what has been read so far and give reasons. • Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. • Make contributions to discussions about texts in different group situations, e.g. pairs, guided groups. • In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because... 	<ul style="list-style-type: none"> • Identify, understand and select verbs to complete sentences. • Use past tense accurately and consistently for narratives, recounts and historical reports. • Identify, understand and select nouns to complete sentences. • Generate, select and effectively use adjectives. • Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas. • Orally rehearse each sentence prior to writing including simple and compound sentences. • Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with. • Proofread to check for errors in spelling, grammar and punctuation. 	
<p style="text-align: center;">Key Vocabulary</p> <p>Inference, retrieve, deduction, vocabulary, skim, scan, author, non-fiction, fiction</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Noun-phrase, noun, verb, adjective, bossy verb, joining word, time word, full stop, comma, exclamation mark, question mark, full sentence, opening, middle, end, introduction, subheading, title, bullet point</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Design, apply, refine, evaluate, share Program, Bee Bot, sequence, algorithm</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Listening to me read every night.</p> <p style="text-align: center;">Read me a bedtime story.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Encourage me to go on Spelling Shed to learn my spellings. When I write remind me to park my pencil and check what I have written.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">To use the FREE APP listed above to create a simple algorithm. Learning/using any new vocabulary</p>

<p style="text-align: center;"><u>MATHS</u></p> <p>During maths lessons we are working with numbers to 100. We will be finishing off our addition and subtraction unit, moving on to the teaching of money and dipping our toes into the wonderful world of multiplication and division.</p> <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Add two 2-digit numbers –not crossing ten –add ones and add tens. • Add two 2-digit numbers –crossing ten –add ones and add tens. • Subtract a 2-digit number from a 2-digit number –not crossing ten. • Subtract a 2-digit number from a 2-digit number –crossing ten –subtract ones and tens. • Bonds to 100 (tens and ones). <p>Shape</p> <ul style="list-style-type: none"> • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>As scientists we will learn about materials, their uses and their properties</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force) • Some materials can be found naturally; others have to be made <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); • Observing closely, • Identifying and classifying the uses of different materials, and • Recording their observations. • Thinking about unusual and creative uses for everyday materials. 	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;">Preparing</p> <p>During this topic our children will learn about how Christians, during Advent, prepare to let Jesus into their hearts for the birth of Christ.</p> <p>We will also be learning about the Jewish faith by finding out more about their special day of the week –Shabbat</p> <ul style="list-style-type: none"> • Children will be able to ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation. • Children will be able to ask and respond to questions about they and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer • Children will be able to retell the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events. • Children will be able to use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent. • Children will be able to describe how Christians follow Jesus as the Light of the World and live that out in their lives. <ul style="list-style-type: none"> • Discover what the special day is for Jewish people. • Look how Jewish people gather together • Show respect for Shabbat the day for God, the day of rest

<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>, +, add, addition, more, plus, make, sum, total, altogether, -, subtract, subtraction, take (away), minus, leave, how many left (over)?, difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as, value, combination number, count (on, back, to, from), units, ones, twos, threes, fives, tens, exchange, digit, place, place value,</p> <p>Size Bigger, larger, smaller Symmetrical, line of symmetry Fold Match Mirror line, reflection Pattern, repeating pattern</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>observing, measuring, recording, asking questions, describing, wood, metal, plastic, glass, brick, rock, paper and cardboard, waterproof, absorb, rough, smooth, bend, twist, bounce back</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Learning to count forwards and backwards from any number to 100.</p> <p style="text-align: center;">Practise my numbers for all numbers up to 20.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Look round the house and garden for different objects and discuss what they are made out of and why.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Let me take part in the preparation for Christmas during advent. Show me the true meaning of Christmas. Take me to a carol service.</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>During PSHE we will be finding out-What makes a good friend? <u>Friendships</u></p> <ul style="list-style-type: none"> About how people make friends and what makes a good friendship About how to recognise when they or someone else feels lonely and what to do Simple strategies to resolve arguments between friends positively How to ask for help if a friendship is making them feel unhappy <p><u>Respecting self and others</u></p> <ul style="list-style-type: none"> How to talk about and share their opinions on things that matter to them 	<p style="text-align: center;"><u>HISTORY</u></p> <p>Why was the 'Fire of London' so 'Great'?</p> <p>How, Why, Where and When did the fire start?</p> <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> Describe and understand the significance of historical events behind living memory nationally or globally Place key dates/eras on a timeline to develop criminological language and to identify similarities and differences between ways of life in different periods Ask wide range of questions about the past using parts of stories and sources Use a wider range of historical vocabulary eg recently, decade, century, sauce, pioneer Use range of artefacts, pictures, stories and online sources to answer historical questions 	

	<ul style="list-style-type: none"> Understand different representations of the past by drawing comparisons 	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Friendship, emotions, feelings, arguments, resolve, unhappy, positive</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>before, after, a long time ago, past, present, toys, playground games, chronological order</p>	
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talk to your child about their friends and ask if they know what to do if a friendship is making them unhappy</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Take me to the library and find out more about the 'The Great fire'. Make a house from the 1666. Talk about fire safety at home.</p>	
<p style="text-align: center;"><u>PE / Gymnastics</u></p> <p>In Gymnastic we will learn a routine which includes, travel, jump and balance</p> <ul style="list-style-type: none"> Jump and land 2 feet to 2 feet Jump in the air with a straight, star and tuck shape Travel on hands and feet Balance on large body parts Perform an egg and pencil roll Perform a teddy roll Show clear start and finish positions Pick 4 different moves and make a sequence 	<p style="text-align: center;"><u>MUSIC</u></p> <p>During this unit we will be learning the song 'HO, HO, HO' by Joanna Mangona</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Focus artist-Jackson Pollock, abstract art</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting I can add to a whole class art piece in the style of Jackson Pollock using the techniques I have learnt. Learn about the work of a range of artists in the context of Jackson Pollock. I can talk about the artist Jackson Pollock

<p style="text-align: center;">Key Vocabulary</p> <p>Tuck, balance, pike, travel, start position end position, star shape</p>	<p style="text-align: center;">Key Vocabulary</p> <p>, appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Neutral colours, shades, Jackson Pollock, pour, drip, spread, spray, mood</p>
<p style="text-align: center;">Help me at home by:</p> <p>Keep me active and healthy at home.</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Listening to music, discussing favourite music and the instruments they can hear etc.</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Encourage me to be creative with art. Provide opportunities at home to produce work in the style of Jackson Pollock</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">A visit from the local fire service to help us with fire safety. Throne of words from a fire officer.</p>		