

Eden Primary Medium Term Planning : Shtillim (Year 2) : Autumn 2

Historical London

Overview and Rationale:

This topic builds on from the work we have already done on Muswell Hill and we will find out about the History of London to develop the children's knowledge and understanding of the city in which they live and how it has developed. This year marks the 350th anniversary of the Great Fire of London and we will be visiting the new Fire! Fire! exhibition at the Museum of London to mark this very special occasion. We will be focusing on the lead up to the fire and the impact that this had on London. The children will find out differences between life today and life then as well as looking at the changing landscape of London. Whilst looking at London in the 17th Century we will also touch Gunpowder Plot and The Plague. We will also find out how The Tower of London has changed its main purpose over history.

Project Launch: Trip to Museum of London – Fire Fire exhibition and St Paul's Cathedral

Culminating Projects: Making a power-point presentation about Historical London

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Visual Literacy: Looking at photographs, documents and maps of London Visit to Museum of London.	Recalling main information. Know where to look for information. Gaining information from non-literal sources
	Katie in London	<ul style="list-style-type: none">- Poetry and non-chronological reports of London- I can use sub headings- I can write for different purposes- I can write in prose- I know that a poem does not have to rhyme
	First Person narrative writing: To write a diary based on Samuel Pepys. To explain in writing why the Great Fire of London spread so quickly. Factual Writing; write about current facts about Buckingham Palace. What happens there today?	Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts. Sequence ideas with time related words, sub headings, dates
Science	Materials/Solids and Gases Why were different products	To look at different materials and their suitability for different

	stored in different materials (wooden barrels, glass bottles, wood crates)? What happens to food stuff that is not chilled over time?	purposes
	Why did the fire of London spread so quickly? What did they do to ensure a fire in London would not spread so quickly?	What can fuel fire and what can prevent it? Fire cannot pass through gaps.
	Visit to central London to look at the different buildings and how they are designed Visit from an architect Rolling paper etc. to make the material stronger.	I know that changing a material can affect its strength
Jewish Education	Chanukah – singing songs to sing at the Old Age home	
	Synagogue in London	I know where the main synagogues are I can talk about the different types of synagogues in London I can talk about the different sects of Judaism in London
Religious Education	Different Religions in London – Main sites and what their beliefs are	I can name the main religions in London I can talk about where their places of worship are I can talk about their beliefs and customs
History	Looking at pictures , books, museums and the internet to gain historical information I can find differences between past and present and why they occur.	I observe or handle evidence to ask questions and find answers to questions about the past. I use artifacts, pictures, stories, the Internet and databases to investigate the past.
	Talking about the difficulties faced by dock workers Learning about how dangerous it is to live in 17 th Century London	I recognise that my life is different from the lives of people in the past.
	Looking at how the purpose of the Tower of London has changed over time.	I recognize that there are reasons why people in the past acted as they did.
Geography	London buildings – maps of London – famous landmarks	
Creative Arts including Design Technology	Drawing trip to centre of London Building structures from paper Observational drawings using different media	I can represent buildings in different ways with varying media I can shape materials so they can hold mass I can observe buildings closely

Music	Old Time London songs	I can say what I like or do not like about a piece of music I can compare pieces of music I can recognise change in tempo and dynamics within a piece of music I can accompany a piece of music with simple percussion instruments
Computing	We are photographers Review photos that are online Take photos of London sites Create a class portfolio of photographs Stay safe while working with digital images	To say what they do like or do not like about an image Take photographs To decide whether it is worth keeping an image or not Edit photos I can work safely with photographs I know once an image is posted to the web I have little control over who sees and uses it. I know to tell an adult if I come across an image that I feel is wrong

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Phonics	Split digraph Change y to ies when pluralising or 3 rd person Adding ed, er, ing and est to a word ending consonant y. Adding ed, er, ing and est to a word ending consonant e. Adding ed, er, ing, and est and y to one syllable word ending in a single vowel single consonant. The spellings of homophones and homonyms	<ul style="list-style-type: none"> I can spell and decode words
Guided Reading	Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing Class stories, simple chapter books over time read aloud	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the

		<p>graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading.
Handwriting	3 x weekly whole class lesson following Penpals scheme	Horizontal joins Break letters
Other English	Developing sentence structure and length, vocabulary, connectives, paragraphs, etc.	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before

		<p>beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
<p>Maths unit 1</p>	<p>Exploring calculation strategies</p>	<ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens;

		<p>two two-digit numbers; adding three one-digit numbers</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • estimate the answer to a calculation and use inverse operations to check answers (Y3)
Maths unit 2	Money	<ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Maths unit 3	Measuring length	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales • compare and order length and record the results using >, < and =
Prayer/Tefillah	To continue the 2 nd and 3 rd verse of the Shema with a focus on the understanding of the text and to recognise phrases that occur in other familiar prayers The Amidah (the standing prayer)	I know the prayers from the morning service and their meaning I can recognise words that are common in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)
PE	We shall do different dances, mainly based on country dancing from early C20 We will learn games skills	Perform dancing using simple movements Netball skills
Values	Values Responsibility; (Tikkun Olam- repair the world, Tzedakah- charity, Gemilut Hassadim- good deeds, Tzedek Tirdof- pursue justice)	<ul style="list-style-type: none"> • Care for each other • Care for school • Care for nature and the environment • Care for the wider community • Taking responsibility for our learning