

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. 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, Docklands and The City.

Culminating Projects: London Museum in the classroom – special opening for parents

Cross Curricular Thematic Learning

| Area of Curriculum | Content and Knowledge | Skills |
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| 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 | To look at different materials and their suitability for different 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 Rolling paper etc. to make the material stronger. | I know that changing a material can affect its strength |

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| Jewish Education | <p>Jewish areas in London –where are they and why are they in those places? Famous synagogues in London.</p> <p>Chanukah (2nd-10th December) – retelling the story. Candle lighting in Muswell Hill and London.</p> | <p>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</p> |
| Religious Education | <p>Different Religions in London – Main sites and what their beliefs are</p> <p>Tolerance of those of different faiths and beliefs</p> <p>Diwali (7th November) – celebrations and traditions</p> <p>Know who a rabbi, priest, imam, nun, MP, local councillor is, if possible meet local rabbis</p> | <p>I can name the main religions in London</p> <p>I can talk about where their places of worship are</p> <p>I can talk about their beliefs and customs</p> |
| History | <p>Looking at pictures , books, museums and the internet to gain historical information</p> <p>The great fire of London. Retell the story. Samuel Pepys - diary, biography. Plague</p> <p>Looking at how the purpose of the Tower of London has changed over time.</p> | <p>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. I can find differences between past and present and why they occur.</p> <p>I recognise that my life is different from the lives of people in the past. I recognize that there are reasons why people in the past acted as they did.</p> <ul style="list-style-type: none"> • I can find differences between past and present and why they occur. |
| Geography | <p>London sky line – field work trip to sketch</p> <p>Know map of UK – 4 countries and capital cities.</p> | <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries. • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map |

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| | | <ul style="list-style-type: none"> • 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 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. |
| Creative Arts including Design Technology | 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: Taking, selecting and editing digital images (link to South Bank trip) Review photos that are online 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 |
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| 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 | <ul style="list-style-type: none"> • I can spell and decode words |

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| | 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 | |
| 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 graphemes taught so far, especially recognising alternative sounds for graphemes • 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 |

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| 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 for different purposes • consider what they are going to write before beginning by: • 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 |
| Maths | Exploring calculation strategies | <ul style="list-style-type: none"> • recognise and use the inverse relationship between addition and subtraction and use this to check calculations |

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| | | <p>and solve missing number problems</p> <ul style="list-style-type: none"> •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 •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts •interpret and construct simple pictograms, tally charts, block diagrams and simple tables •ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity •ask and answer questions |
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| | | about totalling and comparing categorical data |
| PSHE | <p>Developing Confidence:</p> <p>Understand more about their own feelings and how to manage them.</p> | <ul style="list-style-type: none"> to recognise what they like and dislike, what is fair and unfair, and what is right and wrong to share their opinions on things that matter to them and explain their views to recognise, name and deal with their feelings in a positive way to think about themselves, learn from their experiences and recognise what they are good at how to set simple goals. |
| Prayer/Tefillah | <p>To begin learning the 2nd and 3rd paragraphs of the Shema with a focus on the understanding of the text and to recognise phrases that occur in other familiar prayers</p> <p>The Amidah (the standing prayer)</p> | <p>I know the prayers from the morning service and their meaning</p> <p>I can recognise words that are common in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)</p> |
| PE | <p>We will learn games skills with a focus on ball skills</p> | <p>Ball skills.</p> |