

Eden Primary Medium Term Planning 2024-5: Shtillim (Year 2) : Autumn 2 2024

London and its History

Overview and Rationale:

This topic builds on from the work we have already done on Muswell Hill. We will find out about the history and development of London, adding to children's knowledge and understanding of the great city in which they live.

We will find out the story of the lead up to the Great Fire of London, the fire itself, and the impact that this had on the city. The children will find out differences between life today and life then, as well as looking at maps and pictures, and reading about the changing landscape of London. We will get to know Samuel Pepys, read extracts from his diary, and write in role about the fire. Geographical fieldwork will be incorporated, identifying the key human and physical features of London and Muswell Hill.

Whilst looking at London in the 17th Century we will also touch on the Gunpowder Plot and the plague and find out about Jewish areas and buildings in London and how they have changed.

Culminating Project: Writing diary extracts and an assembly about what we have learnt and found out about the Great Fire of London.

Cross Curricular Thematic Learning

Area of Curriculum And vocabulary	Content and Knowledge	Skills
<u>English</u>	<u>Reading –key texts</u> Samuel Pepys' diary extracts and adaptations Children's reference books about the great fire and the history of London Developing sentence structure and length, vocabulary, connectives, paragraphs, etc. <u>Writing</u> Diary Recount – Newspaper article Letter Poster	Plan, draft and edit writing: Plan or say out loud what the writing is going to be about Write down ideas and/or key words, including new vocabulary, then sentence by sentence Re-read to check that the writing makes sense and that verbs to indicate time are used correctly Proof-read to check for errors in spelling, grammar and punctuation Make simple additions, revisions and corrections Read the writing aloud with appropriate intonation to make the meaning clear

		<p>Sequence ideas with time related words, sub headings, dates</p> <p>Use subordinating conjunctions: when, if, that, because.</p> <p>Use the range of punctuation taught at Year 2 level correctly and accurately.</p>
<p><u>Science</u></p> <p>Solid, material, squashing, bending, stretching, twisting, properties, metal, wood, fabric, stone, brick, hay, straw, fair test, different</p>	<p>Uses of everyday materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, stretching and twisting.</p> <p>Recognise a range of everyday materials and differentiate between their names and the various objects that can be made from them.</p> <p>Name a range of metals/woods/fabrics.</p> <p>Describe the properties of each material.</p> <p>Know that wood and straw burn very easily whereas stone and brick don't.</p> <p>Understand why London was rebuilt in stone and thatched roofs were not allowed.</p>	<p>Work scientifically by:</p> <p>Sorting and classifying materials</p> <p>Linking materials to the objects they make</p> <p>Explore materials practically, changing their shape.</p> <p>Comparing materials and their suitability for different purposes</p> <p>Carrying out fair tests to examine the suitability of, e.g. different materials to make curtains/a swimsuit/a roof</p> <p>Researching the fire of London and finding out why the fire spread and what could be done to stop the fire spreading.</p>
<p><u>Jewish Education</u></p> <p>Synagogues, Chanukah, Maccabees, Minhag (tradition), oil, fried food, chanukiah, menorah, branches, nes (miracle), survival, idols, demolish.</p>	<p>Jewish areas in London –where are they and why are Jewish people based in those places?</p> <p>Famous synagogues in London.</p> <p>Chanukah</p> <p>Know the Chanukah story is one of survival and miracles.</p> <p>Rosh Chodesh</p> <p>Weekly parsha</p> <p>Daily tefillah</p>	<p>Talk about the different types of synagogues in London</p> <p>Talk about the different sects of Judaism in London</p> <p>Sing Maoz Tzur.</p> <p>Retell the Chanukah story</p> <p>Discuss the traditions of Chanukah.</p> <p>Sample traditional oily foods eg latkes and doughnuts</p>
<p><u>Religious Education</u></p>	<p>Different Religions in London – know some of the main religious buildings, and some of the different beliefs and traditions.</p>	<p>Name the main religions in London</p> <p>Demonstrate respect for those of different faiths and beliefs</p>

	<p>Diwali - find out about the celebrations and traditions</p> <p>Leaders in the community: know who a rabbi, priest/vicar, imam, MP, local councillor is, if possible meet them.</p>	<p>Talk about where our own places of worship are</p> <p>Talk about our own beliefs and customs</p>
<p><u>History</u></p> <p>Diary, Samuel Pepys, plague, fire, king, fire extinguisher, fire people, present, past, London, jobs, newspaper</p>	<p>The great fire of London. Samuel Pepys - diary, biography. Plague</p> <p>Recognise that present day life is different from the lives of people in the past. Recognise that there are reasons why people in the past acted as they did.</p>	<p>Explore artefacts, pictures, books, museums and the internet to gain historical information and find answers to questions about the past.</p> <p>Find differences between past and present and why they occur.</p> <p>Retell the story of the great fire and the plague.</p>
<p><u>Geography</u></p> <p>North, South, East and West Directional and prepositional language, aerial, landmarks, routes, map, human and physical features</p>	<p>Maps</p> <p>Local and London maps, present day and historical</p>	<p>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</p> <p>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</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><u>Art and Creativity</u> <u>Design & Technology</u></p> <p>Collage, overlap, overlay, construct, pattern, join.</p>	<p>Maps – in the widest sense Personal maps Houses (Fire of London)</p>	<p>Use a range of media, tools and techniques: <i>Drawing paper/ drawing pencils/ pens/ squared paper/ masking tape</i></p> <p>Make visual representation of personal memories. Create visual symbols with representational meanings.</p>

<p><u>Music</u></p> <p>Tempo – speed Dynamics – volume Beat – rhythmic pattern Pitch – high or low notes Pulse – is the beat in the music piece</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, improvise, compose, audience, question and answer, melody, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Old-Time London songs</p>	<p>Express opinions (what I like or do not like) about a piece of music Compare pieces of music Sing in tune and perform with expression Recognise change in tempo and dynamics within a piece of music Accompany a piece of music with simple percussion instruments</p>
<p><u>Computing</u></p> <p>Command, debug, execute, manipulate, organise, scripted sequence, software, predict program, retrieve, reverse, engineer, search</p>	<p><u>Effective Searching</u></p> <p><u>Making Music</u></p>	<p>Children can recall the meaning of key Internet and searching terms.</p> <p>Children complete a quiz about the Internet.</p> <p>Children understand what 2Sequence is and how it works.</p> <p>Children have used the different sounds within 2Sequence to create a tune.</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
<p><u>Phonics</u></p>	<p>Split digraph Using Little Wandle Change y to ies when pluralising or 3rd 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.</p>	<p>Spell and decode words correctly</p>

	The spellings of homophones and homonyms	
<u>Guided Reading and Class Reading</u>	<p>Guided Reading Groups developing skills: comprehension and fast and fluent decoding, extended reading over longer texts, responding in writing Little Wandle</p> <p>Class stories, simple chapter books over time read aloud.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<u>Handwriting</u>	3 x weekly lessons following Penpals scheme	<p>Horizontal joins</p> <p>Break letters</p>
<u>Maths</u>	Maths Mastery Scheme	<p>To use number bonds within 20 in addition.</p> <p>To use number bonds within 20 in subtraction.</p> <p>To add and subtract ones to/from a 2-digit number.</p> <p>To add and subtract multiples of ten.</p> <p>To add and subtract tens to/from a 2-digit number.</p> <p>To add two 2-digit numbers.</p> <p>To apply knowledge of number bonds within ten to derive</p>
Addition, subtraction, number bonds, ones, tens, digit, part, whole, bar model, unknown, value, worth, partition,		

		<p>subtraction number facts within 100.</p> <p>To add and subtract two 2-digit numbers.</p> <p>To add three 1-digit numbers.</p>
<u>PSHE</u>	<p>Developing confidence Understand more about our own feelings</p> <p>Eden values: Responsibility Link to social aspects of PSHE – supporting friends and other people.</p>	<p>Learn how to identify, name and manage our feelings</p> <p>Tikkun Olam- repairing the world Tzedakah- charity Gemilut Hassadim- good deeds Tzedek Tirdof- pursue justice Care for each other Care for school Care for nature and the environment Care for the wider community Take responsibility for our learning</p>
<u>Prayer/Tefillah</u>	<p>Know the prayers from the morning service and their meaning</p> <p>Mashiv haruach u morid ha gashem</p> <p>Begin learning the 2nd and 3rd paragraphs of the Shema with a focus on the understanding of the text</p> <p>Chanukah</p>	<p>Recognise words that are common in our familiar prayers and recognise familiar prefixes and suffixes (ve and nu)</p> <p>Sing the prayers with feeling</p> <p>Develop personal attitudes to prayer and praying together as a class and school community.</p> <p>Begin making a class Siddur.</p>
<u>Hebrew(Modern Ivrit)</u>	<p>Know the words that relate to the topic(House).</p> <p>Recognising letters and vowels blending letters and vowels Mah yesh babayit? What's in the house? מה יש בבית?.</p> <p>In my house there is...there isn't... ...בבית שלי יש.... In my room there is There isn't.... בהדר שלי</p> <p>Developing writing skills in...יש block letters: Aleph – Yud</p> <p>Chanuka -Vocabulary The jewish calendar Months Tishrei, cheshvan</p>	<p>Recognising words, exploring skeletal verbal and noun-based sentences.</p>

	<p>Reading- Aleph champ and books kislev</p>	
<p><u>P.E.</u> Movement, Control, Speed Level, Sequence, Travel and stillness - gallop, skip, jump, hop, bounce Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle, end. Mood and feelings - happy,angry, calm, excited, sad, lonely Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Avoiding Accuracy Tracking a ball Rolling Striking Overarm throw Chest pass Bounce pass</p>	<p><u>Ball Skills</u> Can master movements such as running, catching and throwing and begin to apply these in a range of activities.</p> <p><u>Winter Dance</u></p>	<p>Can demonstrate agility, balance, co-ordination.</p> <p>In team games, has developed simple tactics for attacking and defending.</p> <p>Can compete against self in a range of increasingly challenging situations.</p> <p>Co operation with a dance partner. Making simple movement patterns To move in time to the music</p>