

## English

Key Texts: Vlad and the Great Fire of London. Kate Cunningham.

The Great Fire of London. Emma James and James Weston-Lewis.

### Writing composition:

Senses poems, diary entry, persuasive letters

### SPaG:

Subordination (using when, if, that, because) and coordination (using or, and, or, but).

Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

## Phonics

Phase 6 Phonics and spelling patterns.

## History

Can I use information to describe differences between then and now in history?

What are the main events from The Great Fire of London?

What is the order of events of The Great Fire of London?

What do pictures and objects tell me about the past?

## Science: Plants

Working scientifically: Using observations and ideas to answer questions:

Can I observe and describe how seeds and bulbs grow into mature plants?

Performing a simple test choosing one variable:

Can I find out and describe how plants need water, light and a suitable temperature to grow healthy?

### Year 2 Term 4

# WHO WAS SAMUEL PEPYS?



## Music

How can music teach us about the past?

Charanga: Reflect, Rewind, Replay

## RE

Do I recognise that sacred texts contain stories, which are special to many people and should be treated with respect?

Can I identify ways that some people respond to God by caring for others and the world?

## Art

Can I describe colours using the terminology tint and shade?

Can I make as many tints as possible using poster paint mixed with white poster paint?

Can I darken colours using black poster paint to create shades?

Can I collect, sort and match colours to create an image? (collages)

## Computing

Do I know which icons to press in order to make the font bold, italics or underlined?

Do I know how to insert a picture and record sound on a presentation?

## PE

Outdoor: Net and Wall (Cricket)

Indoor: Gymnastics Balance and Jumps

## PSHE:

Do I know some basic techniques for resisting pressure to do something I don't want to do and may not be safe?

Do I know what to do if I feel unsafe or worried for myself or others; who to ask help and what vocabulary to use when asking for help; to persevere until they are heard?

### Respecting ourselves and others:

Am I able to recognise in common and difference; playing and working cooperatively; sharing opinions? Can I recognise the ways in which I am the same and different to others?

Am I able to listen and play cooperatively?

Do I know how to talk and share my opinions on things that matter to me?