

Big Question: What makes London wonderful?

Year: 2		Term: Autumn 1
<p>During the pre-learning challenge, introduce the children to the big question for this half term: 'What makes London wonderful?' and explain how it fits in with the whole school theme of 'Wonders of the World'.</p> <p>Ask the children to tell you what they know about London and what their favourite thing is about London, share with them an example of your own. Show the children some pictures of London as it was in the past and how it is today. Talk about how the buildings and how the size of the city has changed. Look at a photo of the Great Fire of London and ask the children what they know about it. Show them a video clip about the fire (saved in the resources folder).</p> <p>Ask the question: 'When did the Great Fire of London take place, what happened and why is it still remembered today?' Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History
Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism <i>-The Proudest Blue</i> <i>-Clean Up</i> <i>-Amazing Grace</i> Poems by Joseph Coelho – Children's Laureate 2022	Mastering Numbers (use perceptual and conceptual subitising when using a rekenrek, link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number) Develop Numbers to 100 Addition and Subtraction Multiplication (2, 5 and 10)	Children to learn about The Great Fire of London and how it started Look at the changes in London post and pre fire <i>Visit from the London Fire Brigade</i>
Art and Design	Design and Technology	PSHE and Citizenship
Autumn 1 and 2 Kapow Scheme of Work <u>Painting and mixed media</u> Life in colour	Autumn 1 and 2 Kapow Scheme of Work <u>Structures</u> Baby Bear's chair	Jigsaw Scheme of Work Puzzle 1 – Being Me in my World
Science	RE	Computing
Living things and their habitats Naming plants and animals	2022 Newham Agreed Syllabus <u>Can stories change people?</u> <i>Where did the world come from and how should we look after it?</i>	NCE Scheme of Work <u>Computing Systems and Networks – Information Technology Around Us</u> <i>Identifying IT and how its responsible use improves our world in school and beyond.</i>
PE	Music	Spanish
Complete PE Scheme of Work <u>PE Coach</u> Health and Wellbeing Agility, balance and co-ordination <u>Class Teacher Inside</u> Team Building <u>Class Teacher Outside</u>	Music Express Autumn 1	Me and My World <u>My birthday</u> Books: <i>La pequeña oruga glotona</i> by Eric Carle <i>Feliz cumpleaños!</i> Mary Risk

Learning Through Play Creating Games			
SMSC			
Spiritual	Moral	Social	Cultural
-Awe and wonder at the world we live in. -Feeling of empathy with people from the past. -Feeling a connection with the world and wanting to look after it.	-Understanding that playing with fire is wrong.	-An understanding of how other people in the world live. -Understanding the role that we all have in keeping our community safe and respecting the role of the firefighters.	-Discussions about the cultural events the children and their families take part in. -Understanding the difference in our culture and that of people in the past.
BRITISH VALUES			
Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-Use any opportunities for voting for something as a chance to discuss what a democracy is. -Participation in class councils. -Understand that one of the reasons people vote is for someone who will keep them safe. -What has the government done to ensure cladding on buildings is safe after Grenfell? -Compare to the monarchy of 1666.	-We all have the right to be safe. No one has the right to make us unsafe or put us in an unsafe situation. -With liberty comes responsibility and we are responsible for being sensible about our own and others' safety. -Our friends and family can choose what they believe in. -We are allowed to like or dislike a piece of artwork and we can justify our reasons.	-Learning about others and how to show respect in order to live together peacefully. -How to negotiate with friends in a respectful way. -Treating visitors to the class politely. -Respect for the world and for the resources we have (thinking about the consequences of the fire left burning)- thinking about recycling, turning off the lights and equipment in the classroom etc.	-Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule. -Discuss why we do not set off fire alarms unless there is a fire.
Links to Rights Respecting Schools			
Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.			
Links to Safeguarding			
Computing – keeping safe whilst using technology. Physical Safety: <ul style="list-style-type: none"> • Fire safety awareness 			