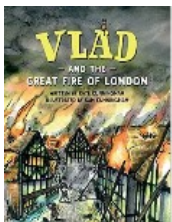




English

Quality text :

Vlad and the Great Fire of London



Fiction:

- * Sequence the story.
- * Retell the story from a character's point of view.

The Great Fire of London



Non - fiction:

Explanation text

How did the fire start?
What happened?
How did London change and why?

Weekly spelling practise and spelling test.
Weekly handwriting practise.



Y2 Butterflies Autumn 1 2026:

Wow experience:

Great Fire of London Theatre Workshop

British and Gospel Values:

Democracy

Compassion

R.E:

What is the 'good news' Christians say Jesus brings?

- *I can recognise what was the 'good news' that Jesus brought in some Bible stories.
- *I can recognise how important forgiveness is for Christians.
- *I can talk about how peace makes me feel.
- *I can identify ways that Christians can bring 'good news' to others.
- *I can investigate how the church helps us remember the 'good news'.
- *I can identify how to show 'the good news'.



Maths



Place value

- *Numbers in words and numerals.
- *Recognising different numbers.
- *Counting forwards and backwards in different steps. (2, 5, 10, 3's)
- *Partitioning numbers in different ways.
- *Comparing and ordering numbers.

Science

(Biology)

Animals, including humans

To find out about and describe the basic needs of animals, including humans, for survival.

To notice that animals, including humans have offspring which grow into adults.

To notice that animals, including humans have offspring which grow into adults.

To gather and record data.

To describe the importance for humans to exercise.

To describe the importance for humans to eat the right amounts of different types of food.

To describe the importance for humans to have good hygiene.

To describe the importance for humans to look after themselves.

To compare handspans and use own observations .to suggest answers to questions.



History:

Great Fire of London

(British History)

- events beyond living memory that are significant nationally or globally.

I can use and interpret sources of evidence – pictures.

I can sequence the events of the Great Fire of London - timeline.

I can understand the causes and consequences of the fire.

I can use and interpret sources of evidence to answer questions about the past - diary.

I can use and interpret sources of evidence to answer questions about the past - maps and pictures.

I can compare and contrast.

I can use chronology.

I can demonstrate my knowledge and understanding.

Design and Technology

Glove Puppet - textiles



A unit of work to design, make and evaluate a fabric glove puppet using sewing skills.

* I can describe how something works.

*I can understand how to make a running stitch.

*I can understand how to make a basting stitch

*I can make a simple plan before making.

*I can use my own design ideas to make something.

P.E

Gymnastics

To perform shapes with control and link them together.

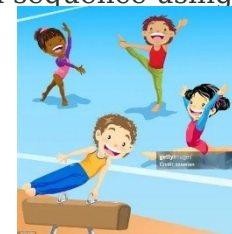
To use shapes to create balances.

To develop travelling actions and balances using apparatus.

To develop different shapes, take-offs and landings when jumping.

To develop and refine rolling and sequence building.

To create a sequence using apparatus.



Computing:



Digital citizenship



*Understand that people might behave and communicate differently online

*Know that it is OK to say “no”

*Think carefully before adding information about myself online

*Can recognise bullying behaviour

*Explain how we can stay safe online in different situations and get help if we need it

Music

Hands, Feet, Heart

A unit of work focused around one song: Hands, Feet, Heart.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.



PSHE

My healthy self - How can we look after our bodies?

To describe how being active makes me feel.

To explain why sleep is important and how a bedtime routine can help.

To recognise and explain that fruits and vegetables help keep our bodies healthy.

To explain how healthy food and drink choices help the body and mind.

To identify ways to keep my teeth clean and healthy.

To use what I know about looking after my body