

Writing

What will the children learn?

To write for different purposes: description, narrative and recount.

To plan, draft and edit pieces of writing applying the teaching of spelling and grammar to support this.

What will the children be able to do?

To write a narrative re-telling of “**The Marvellous Fluffy Squishy Itty Bitty**” by Beatrice Alemagne.

To write a recount linked to the book “**The Great Fire of London**” by Emma Adams and James Weston Lewis.

What will the children remember?

To use adjectives and expanded noun phrases for description.

To use coordination and start to use subordination to develop sentences.

PSHE

What will the children learn?

The children will learn how to make friends with others.

They will learn how people behave when being friendly and what makes a good friend.

What will the children be able to do?

The children will be able to recognise when they feel lonely and what they could do.

They will find out how to resolve arguments with friends.

What will the children remember?

The children will be able to remember how to ask for help if a friendship is making them unhappy.

Key vocabulary: friends, sad, happy, unhappy, argument, resolve, friendship, loneliness

Reading

Children will be taught according to their phonic assessed level daily in small groups, so learning is at an appropriate level for each child.

Children will have access to chosen key texts within our reading spine to encourage discussion and a deeper learning of language, plot, characters, and vocabulary.

What will the children learn?

To develop fluency in daily phonics sessions.

To answer comprehension questions based on the Year 2 reading spine.

What will the children be able to do?

To read phonically decodable books, developing fluency.

To retrieve key information from class texts read to them.

To make inferences about the main characters’ feelings in the class texts read to them.

What will the children remember?

To use clues from the text and illustrations to make inferences.

Great Fire of London Year 2 - Autumn 1 2026



Visits and Visitors

17th/21st September – fire service visit

14th October – Trunk Theatre – The Great Fire of London workshop

Maths

What will the children learn?

Place value up to 100

Add and subtract within 20

What will the children be able to do?

Recognise one ten is equivalent to ten ones.

Represent multiples of 10 using their numerals and names.

Represent multiples of 10 in an expression or equation.

Estimate the position of multiples of 10 on a 0-100 number line.

Explain what happens when you add or subtract 10 to a multiple of 10.

Use knowledge of unitising to add and subtract multiples of 10.

Solve problems involving multiples of 10 in a range of contexts.

Explore the counting sequence to 100 and beyond.

Count groups of ten and extra ones.

Represent a number from 20-99.

Use a number line to position and estimate the numbers 20-99.

Compare two-digit numbers.

Partition two-digit numbers into tens and ones.

Represent addition of tens and ones with equations.

Solve problems by adding tens and ones.

What will the children remember?

Children will remember how to count and represent numbers to 100.

Read, write, and count numbers to 100.

Addition and subtractions bonds to 20.

Music

What will the children learn? To accompany a song with untuned and tuned percussion instruments and to compose a piece of music about the Great Fire of London.

What will the children be able to do?

Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

What will the children remember? Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).

Key vocabulary: Notation, crotchets, minims, semibreves, stave, treble clef, pitch, pulse, rhythm/beat, dynamics.

History

What will the children learn? To learn about events beyond living memory that are significant locally, nationally or globally (Great Fire of London).

What will the children be able to do?

To explain where people and events fit within a chronological timeline.

To understand some of the ways in which we find out about the past and the different ways it is presented.

To identify similarities and differences between ways of life in different periods.

To compare the Great Fire of London with great fires that have happened in Worthing.

What will the children remember?

The Great Fire of London took place in 1666. Where and how it spread in London. Samuel Pepys' diary is a key source to learn from.

Key vocabulary:

Chronological, Cause, Effect, , Consequence, Sequence of events, Artefacts, Diary, Map, Timeline, Fact/opinion

P.E - Dance

What will the children learn?

Developing balance, agility and co-ordination, and begin to apply these in a range of activities.

What will the children be able to do?

Synchronise movement in different formations.

Make movements that link to the story of The Great Fire of London.

What will the children remember?

A simple routine of movement patterns to perform to music.

Key Vocabulary – transition, body, movement, beat

Computing – IT around us

What will the children learn?

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples.

What will the children be able to do?

They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world.

What will the children remember?

They will learn about the importance of using IT responsibly.

Key vocabulary - Computers: PCs, laptops, tablets

,Information technology: scanners, barcode, printers, smart speakers.

Games - Multi-skills/Athletics

What will the children learn?

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

What will the children be able to do?

Develop techniques to be able to throw and catch at a greater distance.

Develop techniques to jump for greater height and distance.

What will the children remember?

To keep my eye on the ball and move when necessary.

Key vocabulary – Jump, space, amount, two feet, one foot, relay, pull throws, dribble, speed

RE- Why is the Bible an important book for Christians?

What will the children learn?

The Bible has two sections: the Old and the New Testament and that it is actually more like a library, containing rules, narratives, poems and letters, as well as 'stories'.

What will the children be able to do?

Pupils will be able to identify key features of the Bible.

Pupils will discuss what parts of the Bible are important to Christians such as rules, psalms and letters, and ask why they are important.

What will the children remember?

That the Bible has two sections, the Old Testament and the New Testament.

Key vocabulary: Bible, Old Testament, New Testament, Christians, Israelites, chapter, verse, passage, stories, letters, poems, rules, psalms.

Art/Design Technology

What will the children learn?

The children will learn about the work of a range of artists. They will develop a wide range of art techniques using colour, pattern, texture, shape, form and space. They will learn to use drawing and painting to develop and share their ideas and observations.

What will the children be able to do?

The children will look at the artists Alice Fox, Lorna Crane and Richard Long and make links to their own work. They will use found objects from nature to make their own land art and explore the objects further by creating continuous line and feely drawings, wax resist leaves and autumn floor drawings. They will talk about the work they have made and be able to share the things they thought were successful and the things they would like to try again.

What will the children remember?

That they can explore and collect from their surroundings. That they can use their finds to make land art and drawings.

They can use different media to create their art.

Key Vocabulary

Sketching, comparing, similarities, differences, style, quality of line, touch, texture