



The Creative Learning Journey

Great Fire of London Year 2 (Aut Term)

Wow Starter: There's been a crime! A terrible fire! Who was responsible? Children apply to be time travelling detectives.

LITERACY

- Reading - word reading KS1**
- e61 continue to apply phonic knowledge and skills as the route to decode words until automatic; decoding has become embedded and reading is fluent
 - e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
 - e63 read accurately words of two or more syllables that contain the same graphemes as above
- Reading - comprehension KS1**
- e69 develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - e71 discussing the sequence of events in books and how items of information are related
 - e73 being introduced to non-fiction books that are structured in different ways
 - e76 discussing their favourite words and phrases
 - e80 checking that the text makes sense to them as they read and correcting inaccurate reading
 - e82 answering and asking questions
 - e84 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Writing - transcription - Spelling KS1**
- e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - e88 learning to spell common exception words
- Reading - word reading KS2**
- e89 learning to spell more words with contracted forms
 - e92 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
 - e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Writing - handwriting KS1**
- e95 form lower-case letters of the correct size relative to one another
 - e98 use spacing between words that reflects the size of the letters.
- Reading - comprehension KS2**
- e99 develop positive attitudes towards and stamina for writing by:
 - e100 writing narratives about personal experiences and those of others (real and fictional)
 - e101 writing about real events
 - e103 writing for different purposes
 - e104 consider what they are going to write before beginning by:
 - e105 planning or saying out loud what they are going to write about
 - e106 writing down ideas and/or key words, including new vocabulary
 - e107 encapsulating what they want to say, sentence by sentence
- Writing - vocabulary, grammar and punctuation KS1**
- e115 learn how to use:
 - e118 the present and past tenses correctly and consistently including the progressive form
 - e119 subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - e121 some features of written Standard English
 - e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

UNDERSTANDING THE WORLD

- Working scientifically KS1**
- sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - sc2 asking simple questions and recognising that they can be answered in different ways
 - sc3 observing closely, using simple equipment
 - sc4 performing simple tests
 - sc5 identifying and classifying
 - sc6 using their observations and ideas to suggest answers to questions
 - sc7 gathering and recording data to help in answering questions.
- Uses of everyday materials KS1**
- sc29 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
 - sc30 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Location knowledge KS1**
- ge3 I can find and name the four countries of the UK on a map
 - ge4 I can find and name the capital cities of the UK on a map
- use basic geographical vocabulary to refer to: KS1**
- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
 - ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features
- Geographical skills and Fieldwork KS1**
- ge16 I can use maps and globes to identify places I am learning about
 - ge17 I understand the four basic compass directions and know that on a British map North is always at the top
 - ge19 I can describe the location of places further away and how I might travel to them
 - ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
 - ge22 I can recognise some human and physical features from an aerial photograph
 - ge23 I can create my own map showing imaginary human and physical features
 - ge24 I can create symbols for the features on my map and create a key to explain what they represent
- Core Skills across the Key Stage KS1**
- h1 I can use common words and phrases related to the passing of time
 - h2 I can place objects, people and events into chronological order
 - h3 I can talk about different ways of life at different times
 - h4 I have a wide vocabulary of common historical terms
 - h5 I can ask and answer questions about the past
 - h6 I can identify key features of stories and events to help me to understanding their importance
 - h7 I can use sources of information to find out about the past
 - h8 I know the past is represented in different ways

MATHEMATICS AND COMPUTING



EXPRESSIVE ARTS AND DESIGN

- KS1**
- ad1 I can use different materials to design and make things
 - ad2 I can use drawing to share my ideas
 - ad3 I can use colour, texture and pattern in my work
 - ad7 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
 - ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best
 - ad9 I can show you how ideas from famous people have helped me to create my own work
- Design KS1**
- d1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
 - d13 I can draw and talk about what I am going to make
 - d14 I can make a realistic model of my design
- Make KS1**
- d17 I can join materials in a variety of ways
 - d18 I can use simple finishing techniques to improve my product
 - d19 I can select the appropriate materials and tools for my design
 - d110 I can create things using a variety of materials and components, including construction materials
 - d113 I can explain why I have chosen particular materials, components or ingredients
- Evaluate KS1**
- d14 I can look at things other people have made and tell you what I like or dislike
 - d16 I can talk about how closely my finished product matches my design
 - d17 I can talk about what worked well with my product and how it could be improved

COMMUNICATION AND LANGUAGE

- KS1**
- s11 listen and respond appropriately to adults and their peers
 - s12 ask relevant questions to extend their understanding and knowledge
 - s13 use relevant strategies to build their vocabulary
 - s14 articulate and justify answers, arguments and opinions
 - s15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - s16 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- s18 speak audibly and fluently with an increasing command of Standard English
 - s19 participate in discussions, presentations, performances, role play, improvisations and debates
 - s110 gain, maintain and monitor the interest of the listener(s)
 - s111 consider and evaluate different viewpoints, attending to and building on the contributions of others
 - s112 select and use appropriate registers for effective communication.