



St Luke's C of E Primary School – Topic Overview Autumn 1

Year 2- Bright lights, Big city!

Enquiry Questions

Where did the fire start?

What caused the fire?

How long did the fire burn for?



National Curriculum

As historians, we will use sources to compare what London looked like in the past in comparison to now. We will look at where and how the fire started and how it was put out. We will be placing key events on a timeline and exploring the impact the fire has had on modern building structures today.

As artists, we will be exploring watercolour paints, understanding what cool, warm, primary and secondary colours are and how to make them consistently. We will practice making a colour lighter/darker using black, white and water. We will use these skills to create our own artwork inspired by the Great Fire of London.

Key Topic Vocabulary:

fire water destroyed River Thames

Samuel Pepys flames Thomas Farriner bakery

King Charles II profiteers

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English

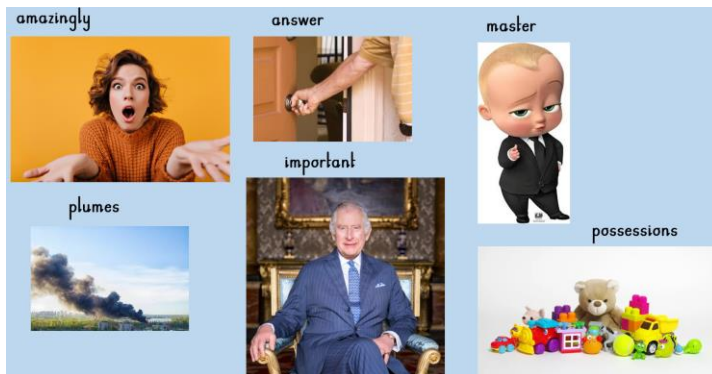


English

The children will write a personal recount of their drama day, which takes place on Monday 25th November. In their learning journey, they will learn how to apply the following Tool Kit to their recounts:

Class Toolkit	
What for...?	How we show it.
Tells the reader what has happened in the past to create imagery.	Past tense verbs / verbs
To tell the reader the order of when things happened. (chronological).	Time conjunctions
It tells the reader who owns something.	Possessive apostrophes

Key Vocabulary



Maths



Maths

Addition and subtraction within 100. Adding one more/less to any number within 100. Adding 10 more/less to any number within 100.

Crossing the 10s when adding and subtracting.

Use formal written methods (column method).

Number bonds to and within 10 and 20.

Number bonds within 100 (with 10s numbers).

Key Vocabulary

inverse, bar model, bonds, family facts,

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