

**Medium Term Plan –  
Term Autumn 1  
Year 2  
Fire, Fire!**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook	Making bread and burning our city!						
Date	4.9.23 4-day week	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23
<b>National Curriculum Coverage</b>							
<b>Science</b>	<u>Uses of every day materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. – covered this year in Autumn						
<b>History</b>	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Wren – rebuilding London)						
<b>Geography</b>	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.						
<b>DT</b>	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable						
Learning Theme <b>History</b> <b>Science</b> <b>Geography</b> <b>DT</b>	<i>Introduction to topic (making bread hook in English) but most of week used for settling in activities and getting to know each other.</i>	<b>To sequence the events correctly</b> <b>To understand the properties of wood and what it is used for</b> <b>Draw a map that shows how the great fire spread through London</b>	<b>To understand why the fire spread so far for so long</b> <b>To understand what makes cities safer from great fires today</b> <b>To understand the properties of metal and what it is used for</b> <b>Identify key landmarks on an aerial map of London in the past.</b>	<b>To recognise what a diary is and its historical importance</b> <b>To understand what an eyewitness is and the part played by Samuel Pepys in recording the events of the Great Fire</b> <b>To understand the properties of glass and what it is used for</b> <b>Identify key landmarks on an</b>	<b>To understand about the part played by artists in recording the events of the Great Fire</b> <b>To understand why the fire broke out</b> <b>To understand about the main events of the fire</b> <b>To understand about the results of the Fire</b> <b>To understand the properties of plastic</b>	<b>To understand that London was rebuilt after the fire.</b> <b>To understand that different building materials were used</b> <b>To understand the role that Christopher Wren played</b> <b>To understand the properties of rock / brick and what it is used for</b>	Houses /end product DT linked to Science Using materials learnt about this term make houses and then set them alight. Learn and apply different joining techniques. Join given materials to build a house structure. Test the strength of their house structure.

				aerial map of London now.	and what it is used for		
Text Focus	Vlad and the Fire Fiction – Samuel Pepys Diary non-fiction						
Writing outcome	[Making Bread Hook] Instructions	Baking / Cooking / Food / Fire Poetry	Fire Safety Poster	Diary Writing	Diary Writing	Newspaper Report	Newspaper Report
	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
Writing skills	Use commas to separate items in a list.	To know the difference between a noun and a verb  Read aloud what they have written. Using peer-to-peer support to identify errors.	Use full stops, question marks and exclamation marks to demarcate sentences.	To know the simple past tense –ed.  To correctly choose and use the past and present tense throughout writing.	Use time connectives to sequence events.  Use talk for writing to plan out what is to be written.  Read aloud what they have written. Using peer-to-peer support to identify errors.	Sequence ideas using pictures.  Use coordination ( <i>or, and, but</i> ) in their writing.  Use time connectives to sequence events.	Use talk for writing to plan out what is to be written.  Include enough detail to interest the reader (may assume reader knowledge)  Read aloud what they have written. Using peer-to-peer support to identify errors.
Phonics	<b>Chapter 4b - Set 2</b> c' /s/ g' /j/ i' /igh/	u' /ue/ e' /ee/ <b>Chapter 4b - Set 3</b> ea' e/e oe' /oa/ or' /ur/	ey' /ai <b>Chapter 4b - Set 4</b> ue' /oo/ o' /oa o' /oo ch' /k/	ch' /sh/ <b>Chapter 4b - Set 5</b> a' /ai/ a' /o/ y' /igh/ y' /ee	y' /i/ <b>Chapter 4b Set 6</b> ou' /oo/ ou/u/ ou' /oa/ ear/ur/	ear/air <b>Chapter 4b - Set 7</b> /zh/ as: si' ge' s' g'	j' z' ti' Recap sessions

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