
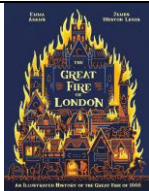



<div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>		<div>TLC Text: The Great Fire of London</div>		<div></div>	<div>TLC Hook: Great Fire of London Day</div>		<div></div>
Year Group: 2	Term: Summer 2				Autumn Half Term 2		
	Week 2	Week 3	Week 4	Week 5 Assessment Week	Week 6	Week 7	Week 8
English	To learn facts about The Great Fire of London.	To explore features of an explanation text.	To plan an explanation text.	Assessment week	To write and edit an explanation text.	To write facts about themselves.	To edit the facts about themselves.
Grammar & Punctuation	To look at suffixes.	To used vocabulary linked to an explanation text.	To explore different tenses.	Assessment week	To explore a range of punctuation.	To recap sentence structure.	
Spelling	Why do some longer words have the spelling ‘ti’ for /sh/?	How do I use the possessive apostrophe (singular possession)?	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Assessment week	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	To continue learning Year 2 Common Exception words.	To continue learning Year 2 Common Exception words.
Maths <i>Statistics</i> <i>Position and directions</i>	To interpret data.	To describe movement.	To describe turns	Assessment week	To use the four operations	To use the four operations	To solve word problems using the four operations.
Science <i>Working scientifically</i>	To observe closely using simple equipment by using a magnifying glass to sketch details of different plants	To know what changes, occur between winter and autumn	To know what changes, occur between spring and summer	To identify and compare the suitability of a variety of everyday materials for uses in the context of testing materials to find the most suitable material for a waterproof coat.	To observe closely, using simple equipment in the context of investigating the effects of pesticides in water, as researched by Rachel Carson	To use their ideas to answer questions in the context of answering questions on renewable energy and the invention of wind turbines.	
Design & Technology				To explore creating strength and stability within structures.	LO: To explore creating strength and stability within structures to generate ideas	To select and use a range of tools and materials.	
Geography Weather and climate	To know what the difference is between weather and climate.	To know what the weather is like in the school grounds	To know how to collect weather data				
Art <i>Surrealism</i>	To use collage for effect.	To explore colour mixing.	To use silhouette for effect.	<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>			
Music <i>Charlie Chaplin</i>	To explore duration – short and long.	To explore pitch – high and low.	To explore dynamics – loud and soft.	To experiment with a range of instruments.			
Outdoor P.E. <i>Striking and fielding</i>	To track a rolling ball and collect it	To develop underarm throwing and catching to field a ball.	To develop overarm throwing to limit a batter’s score.	To develop hitting for distance to score more points.	To be able to get a batter out.	To understand the rules of the game and use these to play fairly.	
Indoor P.E. <i>Athletics</i>	To develop the sprinting action.	To develop jumping for distance.	To develop jumping for height.	To develop throwing for distance.	To develop throwing for accuracy.	To select and apply knowledge and technique in an athletics carousel.	
R.E. <i>Where do some people talk to God?</i>	To explore how Muslims pray both individually and in a mosque.	To describe and explain the features of an Orthodox Christian church.	To compare different Christ n places of ia worship.	To explore the importance of the synagogue to some Jewish people by identifying features that help them pray.	To discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features.	To find out why different places are important to people because of their beliefs.	
History	To know what London was like in 1666	To know what happened on the 2nd September 1666	To know how the fire spread	To know what was left of London	To know how London was rebuilt	To know how fire impacted the future/	

<i>Great fire of London</i>							
Computing <i>We are Connected</i>	To contribute ideas to a group storyboard.	To help make characters, props or backgrounds.	To use the iPad/digital camera to capture frames for the animation.	To move characters or props between frames.	To contribute to the soundtrack.	To say what they liked about an animation.	
Life Skills (PSHE & RSHE) <i>Economic Wellbeing</i>	To explore the ways people receive money.	To identify basic needs essential for healthy growth.	To consider how people decide what they want.	To explore how bank accounts and cards help with managing money.	To identify my skills and talents.	To describe how to make others feel included.	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
The Great Fire of London Hawys Morgan	The Unicorn Who Came to Breakfast Emma Adams	Little Myths: Thor Emma Adams	Toby and the Great Fire of London Margaret Nash	Tragedy in London: Plague and Fire Richard Platt	Why do we remember? The Great Fire of London Izzi Howell	The Great Fire of London Liz Gogerly