

## Year 2 Blended Learning Curriculum

Remote learning will be planned for the academic year 2020-21. Remote learning will be provided in cases where schools are instructed to close or individual students are having to self-isolate.

The ATLP will use where possible lessons from the Oaks National Academy to provide students with appropriate remote learning, The Oaks programme for learning for each subjects has been reviewed and matched to our ATLP primary knowledge engaged curriculum.

In cases of whole school closure or whole classes having to isolate, students will be directed to the series of Oaks lessons below that aligns best with the long term plan for a subject, or schools might look to supplement these with recorded lessons. In cases of individual students having to self-isolate, teachers need to identify the lesson(s) to be taught in class (referenced from the ATLP medium term plans). Using the menu of Oaks lessons below, the lesson(s) that most appropriately match the content that is to be delivered in class will be selected. The link to this lesson can then be provided to the student[s] so that they can access and follow the lesson in-line with the timetable of lessons set by the school for that student[s]. Oak units are highlighted in yellow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including Humans <b>Human lifestyles</b>		Everyday materials <b>Changing materials</b> <b>Mixing and making</b>		Plants and living things and their habitats <b>Habitats</b>	
Geography	Countries and oceans of the world <b>Oceans and Seas</b>		Locations of hot and cold countries in the world <b>Seven Continents</b>		Small area study of a non-European country <b>Understanding Brazil</b>	
History	Events beyond living memory: The Great Fire of London <b>The Great fire of London</b> Life of significant individual (school choice) Own locality project					
Music (Oak only)	<b>Pulse and Metre</b>	<b>Tempo, dynamics, timbre</b>	<b>Rhythm</b>	<b>Pitch</b>	<b>Timbre</b>	<b>Musical Processes</b>
RE	Stories from other religious traditions	Attitudes to the natural world	Symbolic actions, gestures and rituals as part of worship	The importance of belonging	Stories and extracts from sacred writings <b>Judaism</b>	
RHE (units for KS1)	<b>Me, you and us (understanding family)</b>	<b>Forever friends, happy families</b>	<b>I know my rights!</b>	<b>Healthy isn't a goal, it's a lifestyle</b>	<b>Stop the spread. It's OK not be OK</b>	<b>Stop, think, stay safe</b>
PSHE (units for KS1)	<b>Lockdown capsule</b>		TBC		TBC	

## English Oak Curriculum

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-1>

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

The curriculum is organised through 10 lesson (2 week) units. Units are ideally taught in the sequence provided for progression, however, they can also be taught as stand-alone units if desired. The learning in each unit will centre on a particular story or non-fiction type, deliberately sequenced for progression in terms of complexity of language/plot/non-fiction genre. Oral stories from around the world provide the engaging context for teaching fiction, non-fiction, grammar and punctuation at KS1. Each year is divided into 2-week units with a focus on either fiction or non-fiction. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach high-quality fiction writing based on the following areas: action, character, problem, setting, mood, description, openings, middles, and endings. These build progressively over the year. For non-fiction, 6 non-fiction writing types are taught progressively over the course of each year. This is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres before KS2.

Year group	Unit title	Length of unit	Prior knowledge required
Reading, writing, spelling and grammar are all incorporated within every unit.			
Year 2	How Coyote Brought Fire to Earth: description	10 lessons	N /A <a href="https://teachers.thenational.academy/units/how-coyote-brought-fire-to-the-earth-1-878a">https://teachers.thenational.academy/units/how-coyote-brought-fire-to-the-earth-1-878a</a>
Year 2	How Coyote Brought Fire to Earth: recycled story: description	10 lessons	N /A <a href="https://teachers.thenational.academy/units/how-coyote-brought-fire-to-the-earth-2-19d1">https://teachers.thenational.academy/units/how-coyote-brought-fire-to-the-earth-2-19d1</a>
Year 2	Instructions: How to defeat the fire giants	10 lessons (2 weeks)	N /A <a href="https://teachers.thenational.academy/units/instructions-how-to-defeat-the-fire-giants-0cd6">https://teachers.thenational.academy/units/instructions-how-to-defeat-the-fire-giants-0cd6</a>
Year 2	Baba Yaga: openings	10 lessons (2 weeks)	Y2 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/baba-yaga-openings-0ab9">https://teachers.thenational.academy/units/baba-yaga-openings-0ab9</a>

Year 2	Baba Yaga: recycled story (openings)	10 lessons (2 weeks)	Y2 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/baba-yaga-created-story-openings-65a9">https://teachers.thenational.academy/units/baba-yaga-created-story-openings-65a9</a>
Year 2	Information text: All about the Ice Witch	10 lessons (2 weeks)	Y2 T1 grammatical knowledge <a href="https://teachers.thenational.academy/units/non-chronological-report-all-about-witches-3ce3">https://teachers.thenational.academy/units/non-chronological-report-all-about-witches-3ce3</a>
Year 2	The Eagle Who Thought He Was A Chicken: problems	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-characters-and-problems-b035">https://teachers.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-characters-and-problems-b035</a>
Year 2	The Eagle Who Thought He Was A Chicken: recycled story (problems)	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-recycled-story-characters-and-problems-d7">https://teachers.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-recycled-story-characters-and-problems-d7</a>
Year 2	Explanation: How birds fly	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/explanation-how-birds-fly-a732">https://teachers.thenational.academy/units/explanation-how-birds-fly-a732</a>
Year 2	Ganesh Gets Married: mood	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/ganesh-gets-married-1-29da">https://teachers.thenational.academy/units/ganesh-gets-married-1-29da</a>
Year 2	Ganesh Gets Married: recycled story (mood)	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/ganesh-gets-married-2-bf56">https://teachers.thenational.academy/units/ganesh-gets-married-2-bf56</a>
Year 2	Discussion: Who was right: Ganesh or Kartikeya?	10 lessons (2 weeks)	Y2 T2 grammatical knowledge <a href="https://teachers.thenational.academy/units/discussion-who-was-right-ganesh-or-kartikeya-dd10">https://teachers.thenational.academy/units/discussion-who-was-right-ganesh-or-kartikeya-dd10</a>
Year 2	Persephone: endings	10 lessons (2 weeks)	Y2 T3 grammatical knowledge

			<a href="https://teachers.thenational.academy/units/persephone-endings-b90b">https://teachers.thenational.academy/units/persephone-endings-b90b</a>
Year 2	Persephone: recycled story (endings)	10 lessons (2 weeks)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/persephone-creation-story-endings-f621">https://teachers.thenational.academy/units/persephone-creation-story-endings-f621</a>
Year 2	Recount: news report	10 lessons (2 weeks)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/recount-news-report-78da">https://teachers.thenational.academy/units/recount-news-report-78da</a>
Year 2	The Bird and the Forest Fire: middles	10 lessons (2 weeks)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-bird-and-the-forest-fire-middles-e46b">https://teachers.thenational.academy/units/the-bird-and-the-forest-fire-middles-e46b</a>
Year 2	The Bird and the Forest Fire: recycled story (middles)	10 lessons (2 weeks)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-bird-and-the-forest-fire-middles-e46b">https://teachers.thenational.academy/units/the-bird-and-the-forest-fire-middles-e46b</a>
Year 2	Persuasion: Why you should never light fires in a dry forest	10 lessons (2 weeks)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/persuasion-why-you-should-never-light-fires-in-a-dry-forest-6fe4">https://teachers.thenational.academy/units/persuasion-why-you-should-never-light-fires-in-a-dry-forest-6fe4</a>
Year 2	The Unlucky Man: character	5 lessons (1 week)	Y2 T3 grammatical knowledge <a href="https://teachers.thenational.academy/units/the-unlucky-man-2e92">https://teachers.thenational.academy/units/the-unlucky-man-2e92</a>

## Maths Oak Curriculum

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-1>

We strive to support schools by offering a maths curriculum that can fit alongside a range of existing structures. However, complete flexibility over unit ordering is impossible due to the cumulative nature of mathematics and the importance of prior knowledge.

We have grouped lessons into units: coherent sequences of 5 or more lessons. Although each lesson can be accessed individually, explicit connections are made to earlier lessons and later lessons in the same unit. This is because the connections between mathematical concepts are so vital to deepening understanding.

The Department for Education has published a priority curriculum that identifies the most important elements of mathematics and how to build progression in these from Y1 to Y6. These are identified in the curriculum map below so that teachers who are choosing to prioritise the curriculum in order to support recovery from the impact of COVID-19 can identify the priority areas.

Year 2				
	Unit title and description	DfE ready-to-progress criteria	Length of unit	Prior knowledge required. Link to lessons/resources
<b>Number</b>				
2.1	<b>Numbers within 100</b> Place value of 2-digit numbers by exploring how to partition, compare and order numbers within 100.	2NPV-1 2NPV-2	15 - 20	1.12: <ul style="list-style-type: none"> <li>representing numbers to 100</li> </ul> <a href="https://teachers.thenational.academy/units/numbers-within-100-9ce3">https://teachers.thenational.academy/units/numbers-within-100-9ce3</a>
2.2	<b>Addition and subtraction of 2-digit numbers</b> Using known facts to derive new facts. Adding and subtracting tens and ones. Adding three 1-digit numbers.	2NF-1 2AS-1 2AS-2 2AS-3	10	2.1: <ul style="list-style-type: none"> <li>place value to 100</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-f192">https://teachers.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-f192</a>
2.3	<b>Addition and subtraction word problems</b> Applying understanding of place value, number bonds, mental addition and subtraction strategies. Representing addition and subtraction word problems using bar models.	2AS-3	10	2.1: <ul style="list-style-type: none"> <li>place value to 100</li> </ul> 2.2: <ul style="list-style-type: none"> <li>addition and subtraction of 2-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-word-problems-cefb">https://teachers.thenational.academy/units/addition-and-subtraction-word-problems-cefb</a>
2.4	<b>Measures: Length</b> Comparing, estimating and measuring length using non-standard and standard measures. Solving measure problems.		10	2.3: <ul style="list-style-type: none"> <li>addition and subtraction of 2 – digit numbers</li> <li>representing problems using bar models</li> </ul> <a href="https://teachers.thenational.academy/units/measures-length-9abe">https://teachers.thenational.academy/units/measures-length-9abe</a>

2.5	<b>Graphs</b> Representing and interpreting data using tables, tally charts, pictograms and block diagrams.		5	2.2: <ul style="list-style-type: none"> <li>addition and subtraction of 1-digit and 2-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/graphs-a428">https://teachers.thenational.academy/units/graphs-a428</a>
2.6	<b>Multiplication and division: 2, 5 and 10</b> Representing multiplication and division concepts through part whole models, bar models, arrays and number lines. Writing multiplication and division equations, solving word problems and making connections between multiplication and division as inverse operations.	2MD–1 2MD–2	15-20	1.10: <ul style="list-style-type: none"> <li>halves and doubles</li> </ul> 1.15: <ul style="list-style-type: none"> <li>bar models and arrays</li> <li>sharing and grouping</li> </ul> <a href="https://teachers.thenational.academy/units/multiplication-and-division-2-5-and-10-31bd">https://teachers.thenational.academy/units/multiplication-and-division-2-5-and-10-31bd</a>
2.7	<b>Time</b> Explore how many hours are in one day and how many minutes are in one hour. Comparing and sequencing events and intervals of time to the nearest five minutes. Telling the time to quarter to and past the hour.		10	1.6: <ul style="list-style-type: none"> <li>telling the time to the hour and half past the hour</li> </ul> 1.10 <ul style="list-style-type: none"> <li>halves and quarters</li> </ul> <a href="https://teachers.thenational.academy/units/time-ea81">https://teachers.thenational.academy/units/time-ea81</a>
2.8	<b>Fractions</b> The focus of this unit is on recognising, finding, naming and writing fractions of a line, shape, object and quantity. (halves, quarters and thirds)		10	1.10 <ul style="list-style-type: none"> <li>halves and quarters</li> </ul> <a href="https://teachers.thenational.academy/units/fractions-43cf">https://teachers.thenational.academy/units/fractions-43cf</a>
2.9	<b>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</b> Applying number bonds to 20 knowledge and the Make ten, round and adjust and near doubles strategies.	2NF–1 2AS–3 2AS–4	15	2.2: <ul style="list-style-type: none"> <li>addition and subtraction strategies</li> </ul> <a href="https://teachers.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-regrouping-and-adjusting-50ad">https://teachers.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-regrouping-and-adjusting-50ad</a>
2.10	<b>Money</b> Exploring coins and notes and their associated values. Applying understanding of numbers up to 100 and addition and subtraction in the context of money problems.		10	1.14: <ul style="list-style-type: none"> <li>identify coins and notes</li> </ul> 2.9: <ul style="list-style-type: none"> <li>addition and subtraction of 1-digit and 2-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/money-4a71">https://teachers.thenational.academy/units/money-4a71</a>
2.12	<b>Numbers within 1000</b>		5	2.1: <ul style="list-style-type: none"> <li>place value of numbers to 100.</li> </ul>

	Introduces 3-digit numbers. Exploring the components of 3-digit numbers and using the < and > signs to compare them.			<a href="https://teachers.thenational.academy/units/numbers-within-1000-c481">https://teachers.thenational.academy/units/numbers-within-1000-c481</a>
2.13	<b>Measures: Capacity and volume</b> Introduces temperature and develops understanding of capacity and volume.		10	2.2: <ul style="list-style-type: none"> <li>addition and subtraction to 100</li> </ul> 2.12 <ul style="list-style-type: none"> <li>understanding of numbers to 1000</li> </ul> <a href="https://teachers.thenational.academy/units/measures-capacity-and-volume-86a2">https://teachers.thenational.academy/units/measures-capacity-and-volume-86a2</a>
2.14	<b>Measures: Mass</b> Estimating and measuring mass using non-standard and standard units.		5	2.2: <ul style="list-style-type: none"> <li>addition and subtraction to 100</li> </ul> 2.6: <ul style="list-style-type: none"> <li>counting in 2s, 5s and 10s</li> </ul> <a href="https://teachers.thenational.academy/units/measures-mass-22f2">https://teachers.thenational.academy/units/measures-mass-22f2</a>
2.15	<b>Exploring calculation strategies</b> Consolidates calculation strategies from across the year and introduces the column method for addition and subtraction.	2AS-3 2AS-4	10	2.9: <ul style="list-style-type: none"> <li>calculation strategies for addition and subtraction</li> </ul> <a href="https://teachers.thenational.academy/units/exploring-calculation-strategies-6a66">https://teachers.thenational.academy/units/exploring-calculation-strategies-6a66</a>
2.16	<b>Multiplication and division: 3 and 4</b> Representing multiplication and division concepts through part whole models, bar models, arrays and number lines. Writing multiplication and division equations, solving word problems and making connections between multiplication and division as inverse operations	2MD-2	15	2.6: <ul style="list-style-type: none"> <li>Multiplication and division using 2s, 5s and 10s</li> </ul> <a href="https://teachers.thenational.academy/units/multiplication-and-division-3-and-4-d403">https://teachers.thenational.academy/units/multiplication-and-division-3-and-4-d403</a>
2.17	<b>Multiplication: equal and unequal groups</b>  Working with unequal and equal groups. Learning to use the multiplication symbol and multiplication expressions.	2MD-1	13	Coming soon
2.18	<b>The two times table</b> Practising counting in 2s and the two times table. Working with factors and products.	2MD-1	13	Coming soon
<b>Ratio and proportion</b>				

2.8	<b>Fractions</b> The focus of this unit is on recognising, finding, naming and writing fractions of a line, shape, object and quantity. (halves, quarters and thirds)		10	1.10 halves and quarters <a href="https://teachers.thenational.academy/units/fractions-43cf">https://teachers.thenational.academy/units/fractions-43cf</a>
<b>Measurement</b>				
2.4	<b>Measures: Length</b> Comparing, estimating and measuring length using non-standard and standard measures. Solving measure problems.		10	2.3: <ul style="list-style-type: none"> <li>addition and subtraction of 2 – digit numbers</li> <li>representing problems using bar models</li> </ul> <a href="https://teachers.thenational.academy/units/measures-length-9abe">https://teachers.thenational.academy/units/measures-length-9abe</a>
2.7	<b>Time</b> Explore how many hours are in one day and how many minutes are in one hour. Comparing and sequencing events and intervals of time to the nearest five minutes. Telling the time to quarter to and past the hour.		10	1.6: <ul style="list-style-type: none"> <li>telling the time to the hour and half past the hour</li> </ul> 1.10: <ul style="list-style-type: none"> <li>halves and quarters</li> </ul> <a href="https://teachers.thenational.academy/units/time-ea81">https://teachers.thenational.academy/units/time-ea81</a>
2.10	<b>Money</b> Exploring coins and notes and their associated values. Applying understanding of numbers up to 100 and addition and subtraction in the context of money problems.		10	1.14: <ul style="list-style-type: none"> <li>identify coins and notes</li> </ul> 2.9: <ul style="list-style-type: none"> <li>addition and subtraction of 1-digit and 2-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/time-ea81">https://teachers.thenational.academy/units/time-ea81</a>
2.13	<b>Measures: Capacity and volume</b> Introduces temperature and develops understanding of capacity and volume.		10	2.2: <ul style="list-style-type: none"> <li>addition and subtraction to 100</li> </ul> 2.12 <ul style="list-style-type: none"> <li>understanding of numbers to 1000</li> </ul> <a href="https://teachers.thenational.academy/units/measures-capacity-and-volume-86a2">https://teachers.thenational.academy/units/measures-capacity-and-volume-86a2</a>
2.14	<b>Measures: Mass</b> Estimating and measuring mass using non-standard and standard units.		5	2.2: <ul style="list-style-type: none"> <li>addition and subtraction to 100</li> </ul> 2.6: <ul style="list-style-type: none"> <li>counting in 2s, 5s and 10s</li> </ul> <a href="https://teachers.thenational.academy/units/measures-mass-22f2">https://teachers.thenational.academy/units/measures-mass-22f2</a>



Geometry				
2.11	<b>Faces, shapes and patterns; lines and turns</b> Explore and describe the properties of 2-D and 3-D shapes including right angles and lines of symmetry within 2-D shapes. Developing understanding of rotations and turns in terms of quarter, half and three-quarter turns, both clockwise and anti-clockwise.	2G-1	15	1.3: <ul style="list-style-type: none"> <li>properties of shape</li> </ul> 1.10: <ul style="list-style-type: none"> <li>halves and quarters</li> </ul> <a href="https://teachers.thenational.academy/units/faces-shapes-and-patterns-lines-and-turns-1338">https://teachers.thenational.academy/units/faces-shapes-and-patterns-lines-and-turns-1338</a>
Statistics				
2.5	<b>Graphs</b> Representing and interpreting data using tables, tally charts, pictograms and block diagrams.		5	2.2: <ul style="list-style-type: none"> <li>addition and subtraction of 1-digit and 2-digit numbers</li> </ul> <a href="https://teachers.thenational.academy/units/graphs-a428">https://teachers.thenational.academy/units/graphs-a428</a>
			Total: up to 185 (37 weeks)	

## Science Curriculum

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-1>

For KS1 we have tried wherever possible to make units that could be taught as standalone units to provide ultimate flexibility. For the majority of units in KS1, there is no prior knowledge required. Where prior knowledge is required it will never be assumed in the lessons and will always be retaught. For this reason, the units could be taught

in any order with a few exceptions. We would recommend that the 'Materials' unit precede the 'Building things', 'Changing materials' or 'Mixing and Making' units. We would recommend that the units 'Plants' and 'The animal kingdom' precede 'Habitats'.

ATLP Science Curriculum YEAR 2	Oak National Academy Unit	Oak Academy Lessons
Everyday Materials	Changing Materials Mixing and Making	<a href="https://teachers.thenational.academy/units/changing-materials-0397">https://teachers.thenational.academy/units/changing-materials-0397</a> <a href="https://teachers.thenational.academy/units/building-things-7082">https://teachers.thenational.academy/units/building-things-7082</a>
Plants		
Living things and their habitats	Habitats	<a href="https://teachers.thenational.academy/units/habitats-c850">https://teachers.thenational.academy/units/habitats-c850</a>
Animals (inc. humans)	Human lifestyles	<a href="https://teachers.thenational.academy/units/human-lifestyle-b28d">https://teachers.thenational.academy/units/human-lifestyle-b28d</a>

## Geography Curriculum

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-1>

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?) Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate.

ATLP Geography Curriculum YEAR 2	Oak National Academy Unit	Oak Academy Lessons
Countries and oceans of the world	Oceans and Seas	<a href="https://teachers.thenational.academy/units/oceans-and-seas-a546">https://teachers.thenational.academy/units/oceans-and-seas-a546</a>
Locations of hot and cold countries of the world	Seven Continents	<a href="https://teachers.thenational.academy/units/seven-continents-cf8c">https://teachers.thenational.academy/units/seven-continents-cf8c</a>
Small area study of non-European country	Understanding Brazil	<a href="https://teachers.thenational.academy/units/understanding-brazil-1068">https://teachers.thenational.academy/units/understanding-brazil-1068</a>

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## History Curriculum

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-1>

As the curriculum differs, individual lessons have been broken down to show where each lesson links to the ATLP schemes of work. Spring and Summer will be updated as the year progresses

Y2 Autumn Term The Gunpowder Plot		
ATLP Titles	Linked Oaks Unit	Available Oaks Lessons
<ol style="list-style-type: none"> <li>1. What makes an event significant?</li> <li>2. What was everyday life like in C17th London?</li> <li>3. How do sources of evidence help us understand what happened in the past?</li> <li>4. Was a baker on Pudding Lane the cause of the Great Fire of London?</li> <li>5. Why did the Great Fire of London spread so quickly?</li> <li>6. Who was Samuel Pepys?</li> <li>7. How has the Great Fire of London caused change for the better?</li> <li>8. How did London recover from the Great Fire of London?</li> </ol>	<p>Gunpowder Plot</p> <p><a href="https://teachers.thenational.academy/units/the-great-fire-of-london-7a50">https://teachers.thenational.academy/units/the-great-fire-of-london-7a50</a></p>	<p><b><u>What was life like in the 17th century?</u></b> In this lesson, we will begin by looking at who ruled England during the 17th century, up to who was in charge at the time of the Great Fire of London. We will then have a look at how people lived, finishing by exploring the different types of jobs available during this period. <a href="https://classroom.thenational.academy/lessons/what-was-life-like-in-the-17th-century-6dk3ed">https://classroom.thenational.academy/lessons/what-was-life-like-in-the-17th-century-6dk3ed</a></p> <p><b><u>What was London like at the time of the fire?</u></b> In this lesson, we will look at how London developed as an important cultural, economic and political centre through the reign of the Anglo-Saxons, Normans and Tudors. <a href="https://classroom.thenational.academy/lessons/what-was-london-like-at-the-time-of-the-fire-6ru64c">https://classroom.thenational.academy/lessons/what-was-london-like-at-the-time-of-the-fire-6ru64c</a></p> <p><b><u>How did the Great Fire of London start?</u></b> In this lesson, we will learn about when the Great Fire of London began, looking at where it started and how it quickly spread throughout the city. <a href="https://classroom.thenational.academy/lessons/how-was-the-great-fire-of-london-put-out-6rwkit">https://classroom.thenational.academy/lessons/how-was-the-great-fire-of-london-put-out-6rwkit</a></p> <p><b><u>How was the Great Fire of London put out?</u></b> In this lesson, we will look at how the Great Fire of London was brought under control. <a href="https://classroom.thenational.academy/lessons/how-was-the-great-fire-of-london-put-out-6rwkit">https://classroom.thenational.academy/lessons/how-was-the-great-fire-of-london-put-out-6rwkit</a></p> <p><b><u>What was the impact of the Great Fire on London?</u></b> In this lesson, we will learn about the enormous impact the fire had on the city and its population. <a href="https://classroom.thenational.academy/lessons/what-changes-were-made-as-a-result-of-the-great-fire-of-london-crwp4c">https://classroom.thenational.academy/lessons/what-changes-were-made-as-a-result-of-the-great-fire-of-london-crwp4c</a></p> <p><b><u>What changes were made as a result of the Great Fire of London?</u></b> In this lesson, we will learn about the changes made as a response to the Great Fire of London and how this presents itself in the present. <a href="https://classroom.thenational.academy/lessons/what-changes-were-made-as-a-result-of-the-great-fire-of-london-crwp4c">https://classroom.thenational.academy/lessons/what-changes-were-made-as-a-result-of-the-great-fire-of-london-crwp4c</a></p> <p><b><u>To create a timeline of the events of the Great Fire of London</u></b></p>

<p>9. Explain why the Great Fire of London was a significant event in British history.</p>	<p>In this lesson, we will make a detailed timeline of the events of the Great Fire of London. We will use this alongside a map to practise retelling.  <a href="https://classroom.thenational.academy/lessons/how-do-we-know-about-the-great-fire-of-london-cmvkgc">https://classroom.thenational.academy/lessons/how-do-we-know-about-the-great-fire-of-london-cmvkgc</a></p> <p><b>How do we know about the Great Fire of London?</b>  In this lesson, we will learn about Samuel Pepys and John Evelyn who chronicled the events of the Great Fire of London in their diaries.  <a href="https://classroom.thenational.academy/lessons/how-do-we-know-about-the-great-fire-of-london-cmvkgc">https://classroom.thenational.academy/lessons/how-do-we-know-about-the-great-fire-of-london-cmvkgc</a></p>
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## **Music Curriculum**

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-1>

From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

As such we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively

<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
Pulse and Metre	<a href="https://teachers.thenational.academy/units/pulse-and-metre-eeae">https://teachers.thenational.academy/units/pulse-and-metre-eeae</a>
Tempo, dynamics, timbre	<a href="https://teachers.thenational.academy/units/tempo-dynamics-timbre-35a0">https://teachers.thenational.academy/units/tempo-dynamics-timbre-35a0</a>

Rhythm	<a href="https://teachers.thenational.academy/units/rhythm-bedc">https://teachers.thenational.academy/units/rhythm-bedc</a>
Pitch	Coming soon
Timbre	Coming soon
Musical Processes	Coming soon

## **RE Curriculum**

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-1>

RE is made up of a matrix of elements. These include:

- History: For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- Beliefs: For example, the belief by Muslims that Muhammad is the last prophet.
- Practices: For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- Themes: For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- Experiences: For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

We believe that this offer gives a comprehensive grounding in the major religions and worldviews. However, we are aware that RE is commonly taught for one hour per week, meaning that we will aspire to add at least two additional units in each year group in the coming year. Such units will allow for more thematic approaches and explorations of key religious concepts such as worship, the concept of God, as well as Religion within the United Kingdom today.

<b>Oak National Academy Unit</b>	<b>Oak Academy Lessons</b>
Judaism	<a href="https://teachers.thenational.academy/units/judaism-7011">https://teachers.thenational.academy/units/judaism-7011</a>

## **RHE/PSHE Curriculum**

<https://teachers.thenational.academy/subjects/rhe-pshe/key-stages/key-stage-1>

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020. These units cover both Y1 and Y2

The curriculum for RHE is organised by themes and topics. These include:

- *Physical Health*
- *Mental Wellbeing*
- *Growing and Changing*
- *Keeping Safe;*
- *Families and Friendships*
- *Safe Relationships*
- *Respecting Ourselves and Others*

Oak National Academy Unit	Oak Academy Lessons
Me, you and us	<a href="https://teachers.thenational.academy/units/me-you-and-us-72ca">https://teachers.thenational.academy/units/me-you-and-us-72ca</a>
Forever friends	<a href="https://teachers.thenational.academy/units/forever-friends-45e8">https://teachers.thenational.academy/units/forever-friends-45e8</a>
Happy families	<a href="https://teachers.thenational.academy/units/happy-families-3335">https://teachers.thenational.academy/units/happy-families-3335</a>
I know my rights!	<a href="https://teachers.thenational.academy/units/i-know-my-rights-c133">https://teachers.thenational.academy/units/i-know-my-rights-c133</a>
Healthy isn't a goal; it's a lifestyle	<a href="https://teachers.thenational.academy/units/healthy-isnt-a-goal-its-a-lifestyle-4f16">https://teachers.thenational.academy/units/healthy-isnt-a-goal-its-a-lifestyle-4f16</a>
Stop the spread	<a href="https://teachers.thenational.academy/units/stop-the-spread-820a">https://teachers.thenational.academy/units/stop-the-spread-820a</a>
It's OK not to be OK	<a href="https://teachers.thenational.academy/units/its-ok-not-to-be-ok-5ada">https://teachers.thenational.academy/units/its-ok-not-to-be-ok-5ada</a>
Stop, think, stay safe	<a href="https://teachers.thenational.academy/units/stop-think-stay-safe-b704">https://teachers.thenational.academy/units/stop-think-stay-safe-b704</a>
Autumn term current affairs. Lockdown capsule	<a href="https://teachers.thenational.academy/units/lockdown-capsule-d03a">https://teachers.thenational.academy/units/lockdown-capsule-d03a</a>

