

Year 2 Thematic Map, Autumn Term 2026

Lights of the World



Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography, we adopt a blocked and interleaved approach.

Subject	How we teach It	This term, children will write:
Writing	We teach writing in three week cycles, matching writing cycles to the genre of writing. As part of our writing cycle, the children engage with Let's Think in English and Philosophy for Children lessons. These are designed to improve oracy critical thinking skills.	All About Me
		Diary Entry (Great Fire of London)
		Poetry about Fireworks
		Non-chronological reports (linked to science topic - Materials)
		Narrative (linked to RE - retell the story of Hanukkah)
Drama and Oracy opportunities	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	Children will: ● Have a drama session run by an external provider named Artis. It will take place on every other Monday afternoon. ● use 'Now Press Play', which is an immersive drama experience, linked to our history and science topics. ● Have P4C (Philosophy for Children) sessions that encourage children to discuss and voice their opinions and ideas on a given theme with their classmates. ● Have an opportunity to perform in front of an audience in our Christmas show.
Key Texts	Children will read high quality texts and these texts will be linked to their learning.	Children will read: ● <i>The Great Fire of London</i> by Susanna Davidson ● <i>Vlad and the Great Fire of London</i> by Kate Cunningham ● <i>The Big Book of Festivals</i> by Marita Bullock ● <i>The Miracle of Hanukkah</i> by Malachy Doyle ● <i>The Best Diwali Ever</i> by Sonali Shah ● <i>A Cat's Guide to the Night Sky</i> by Stuart Atkinson

Maths	Children will learn about topics in a blocked and interleaved way, repeating key learning in daily maths meeting sessions and in lesson starters, in order to improve retention of knowledge.	Children will study these topics: <u>Place Value</u> ● Counting to 100 ● Representing numbers to 100 ● Ones and tens ● Using place value charts ● Number line to 100 ● Find 1 and 10 more or less of a given number ● Compare and order objects and numbers <u>Addition and Subtraction</u> ● Fact families ● Pattern spotting ● Number bonds to 100 ● Add and subtract multiples of 10 ● Add 2-digit numbers ● Formal addition methods ● Subtract 2-digit numbers ● Formal subtraction methods ● Find the difference between two numbers ● Compare number sentences ● Calculate two-step word problems <u>Multiplication and Division</u> ● Count in 2s, 3s, 5s and 10s ● Count money using pence ● Equal grouping ● Use the multiplication symbol ● Calculate multiplication from pictures ● The 2, 3, 5 and 10 times tables <u>Shape, position and direction</u> ● Describing movement ● Describing turns
Skills Builder	In Skills Builder, the children learn about one of the following skills: Listening, speaking, problem solving, creativity, adapting, leadership, planning and teamwork. They will learn what each skill means and how to apply it in their daily lives.	During this term, we will focus on the following skills and skills steps: ● Listening ○ Recalling: I remember simple instructions ● Speaking ○ Discussing together: I communicate clearly in a small group ● Problem solving ○ Seeking support: I find help from someone if needed ● Creativity ○ Sharing imagination: I share what I imagine with someone
Humanities	The theme includes content in History, Geography and RE. Whenever possible, we link this to writing. In History and Geography, we follow an interleaved curriculum where we re-revisit previous learning	<u>Geography:</u> Children will learn about: ● Physical features, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● Human features, such as: city, town, village, factory, farm, house, office, port, harbour and shop

	at regular intervals to recap and embed knowledge.	• Aerial photographs to compare historic London (1666) to modern day London. • Human and physical features in two contrasting UK locations. <u>History:</u> Children will learn about: • Learn about when, where and why the Great Fire of London started. • Explain why the fire spread so quickly. • Explain how the fire was put out. • Make comparisons between life in 1666 and life nowadays. • Use dates and historical terms to describe historical periods. • Order events on a timeline. • Explain how London changed after the fire. • Use sources to discover how we know about the past. • Name some significant individuals (Thomas Farriner, Samuel Pepys, King Charles II, and Christopher Wren) and explain why they were important. • Learn about Guy Fawkes and the events of the Gunpowder Plot. • Describe how we remember the event nowadays (Bonfire Night). <u>RE:</u> In RE, we will be exploring the following questions and ideas: • Who is Jewish and what do they believe? • What are places of worship? • Name some special times and say why they are special to us. • Listen to some religious stories and explain how they are connected to festivals. • Describe why festivals are important to religious communities. • Name some ways in which people from religious and non-religious communities celebrate key festivals. • Look at how people express spirituality through the arts. <u>PSHE:</u> In PSHE, we will explore the following topics from Islington's 'You, Me, PSHE' scheme of work. Children will learn about: • Keeping safe in the home, including fire safety. • Keeping safe online, including the benefits of going online • Keeping safe outside and road safety • The importance of special people in their lives • Making friends and who can help them • Solving problems that might arise with friendships (on and offline)
Science	We follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Materials</u> In this topic, we will explore the following objectives: • What are the names of some common materials? • What are the properties of some materials? • What is the difference between man-made and natural materials? • How can some materials be changed? (squashed, bent, twisted, stretched)

		Which materials would be most suitable to make...? (investigation)
Art, Design and Technology	We teach Art and DT in an integrated way and often in blocked sessions. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	<u>ART:</u> In Art lessons, we will create: - Painting of the Great Fire of London - Silhouette collage of the Great Fire of London - Portraits of Guy Fawkes - Firework pictures - Sculpture models of London - Design own recycle symbol - Stained glass art - Tissue paper rangoli <u>Design and Technology:</u> In DT lessons, we will: - Research, design, make and evaluate a product. - Bake gingerbread biscuits.
Cooking and Nutrition		See Design and Technology above.
Music	Children learn to perform, compose and appreciate music. We teach lessons through a scheme named Music Express. Additionally, we offer separate instrument tuition.	<u>Our Land, Travel & Toys:</u> In music lessons, children will learn to: - Match descriptive sounds to images. - Use simple musical vocabulary to describe music. - Mark beats within a four-beat metre. - Explore timbre and texture to understand how sounds can be descriptive. In addition to music lessons, children will engage in weekly singing assemblies.
Computing	Children learn to use technology effectively and safely, to enhance their learning experiences. We use a progressive scheme of work created with borough support.	<u>Computer Science (connecting systems):</u> We will learn the following objectives: - Explain how digital devices function. - Explore and identify what parts make up a digital device. - Explore how digital devices can be connected. - Recognise the physical components of a network. <u>E-safety</u> - How can we be good digital citizens? - Why is it important to have device-free moments in our lives? - What kinds of information should I keep to myself when using the internet? - What information is okay to have in your digital footprint? - How are we all part of an online community? - What should you do if someone is mean to you online?
Cultural Enrichment & Vocational Experience	We include at least one culturally enriching trip each term and organise visitors to the school, to talk about their professions or teach children about the world.	- This term, children will partake in our regular 'Inclusion Week'. - Children will be given an interactive workshop linked to the Great Fire of London. - We will also visit central London to see the main monuments and sights linked to the Great Fire of London.

Vocabulary:	
Vocabulary linked to our theme:	Definitions:
Geography	physical feature - A feature that has been formed by nature. human feature - A feature that has been made or changed by humans. aerial view - A view from above. Also known as 'birds-eye' view. location - Another word for 'place'.
History	bakery - A shop where bread is made and sold. diary - A book that people write about their lives in. fire engine - A vehicle that carries things used to put out fires. firefighter - People who put out fires as their job. St. Paul's Cathedral - A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire. rebuilt - Building something again after it has been broken or destroyed. River Thames - The river that runs through the middle of London. 17th century - From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.
Science	Material - what something is made of, such as wood or plastic. Suitability - having the right properties for a certain use. Properties - properties of a material tell us what it is like and how it performs, like whether it is soft, rough or transparent. Recycle - To recycle means to change waste (rubbish) into a material that can be used again. Recyclable - If a material is recyclable, it means it can be recycled. Not all materials are recyclable.

Weekly Home Learning:
- Children are expected to complete their reading homework and fill in their reading records (to be brought in every Friday). Please encourage your children to read for 20 minutes every day and support them with their homework. - As part of their maths homework, children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week: https://doodlelearning.com/

Over the course of this term, we would like you and your child to complete the following:	
Project: We expect all children to complete a home learning project, linked to the theme. This can be as open ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English. Projects should be completed by Thursday 15th October. We invite parents and carers to come to our Topic Gallery on Monday 19th October. You can come into the classroom	Here are some project ideas. You can use one of these ideas or think of an idea of your own, based on anything we're learning about this term. Models, paintings, drawings, songs, photos or videos connected to anything from this topic map! - Cooking: - Bake some bread like Thomas Farriner. - Cook your favourite celebration food. (You could take photos, make a video, write the recipe, or even bring some food in for the children to try.) - Crafts connected to lamps and lanterns: - Firework pictures:

at 3.30pm and the children will show you their projects.

<https://www.projectswithkids.com/chalk-pastel-fireworks-art/>
<https://www.redtedart.com/firework-crafts-for-kids/>
<https://www.fineartmom.com/2014/08/05/how-to-paint-fireworks-with-straws/>



- Make a scene from the Great Fire of London:



- Go on a trip with your family and make a booklet, a diary, or a video about your day out.

Free trip ideas:

- Go on a materials hunt in a museum. The Science Museum or the V&A would be ideal for this. What interesting objects can you find? What are they made from? Why do you think they used this material? You could draw and label pictures, or take photographs of your discoveries. The Science Museum has a really good printable activity that you could use to guide you:

<https://learning.sciencemuseumgroup.org.uk/resources/great-object-hunt-materials/>

In school, the children will be asked to present their home learning projects to their class. At home, please allow time for the children to practise presenting their home learning projects to you.

Writing: We expect every child to complete three pieces of writing at home every term. These are to be handed in by **Friday 11th December.**

Children can choose three writing tasks from the following ideas or they think of their own writing ideas, based on any of the things they have been learning about this term.

Here are some ideas for writing projects. Children can also think of their own writing ideas, based on any of the things they have been learning about this term.

History-based:

- Take inspiration from Samuel Pepys and write a diary of your day now, or a diary about the Great Fire of London.
- Retell the events of the Great Fire of London.
- Make a timeline to show the key events of the fire.
- Write a comparison of life in 1666 and 2026.

RE-based:

- Describe a festival or celebration that is important to you and your family (religious or non-religious).
- Retell a religious story that is connected to light (e.g. Hanukkah, Diwali, Christmas).

Geography-based:

- Write a fact file about different types of human and physical geographical features (e.g. roads, bridges, rivers, mountains).

This website may be helpful:

<https://www.bbc.co.uk/bitesize/articles/zr8q7nb>

Science-based:

- Write some riddles about different types of materials.
- Create a poster of natural and man-made materials.

	● Choose an experiment to show materials can change form. This website may be helpful: https://www.sciencebuddies.org/science-experiments/materials-science PSHE-based: ● Make a poster to teach people about: ○ Online safety ○ Fire safety ○ Road safety ● Write about one person who is special to you and why. Include lots of details and a picture of your special person.
Reading recommendations: We advise our students to borrow and read these books at home:	Below is a website with lots of good suggestions for our history and science topics. The website will direct you to Amazon or a bookshop. ● Great Fire of London https://www.booksfortopics.com/booklists/topics/history/fire-of-london/ ● Everyday Materials https://www.booksfortopics.com/booklists/topics/science-maths-computing/materials/#booklist-childrens-stories-about-everyday-materials ● Books about Friendship https://www.booksfortopics.com/booklists/give-me-five/books-about-friendship/ ● Books about Online Safety https://www.booksfortopics.com/booklists/topics/science-maths-computing/internet-safety/