



Topic: Great Fire of London

Cycle 2 term 1

Personal, Social, Health and Emotional Development (including Relationships and Sex Education):

Pupils will have the opportunity to explore:

Being Me in My World:

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the Learning Charter

Celebrating Difference:

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

Religious Education:

1.10: What does it mean to belong to a faith community?

Recognise that loving others is important in lots of communities · Say simply what Jesus and one other religious leader taught about loving other people · Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean · Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) · Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences · Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

1.1: What do Christians believe God is like?

Identify what a parable is · Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father · Give clear, simple accounts of what the story means to Christians · Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) · Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) · Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas · Give a reason for the ideas they have and the connections they make.

PE:

- Multi-skills: throwing and catching games; kicking, bat and ball games
 - Dance: response to music; simple patterns; pair, group and unison work (BBC time to move - Journey through space and/or the journey of the Magi)
 - Gymnastics: balance, jumps, roll, travel and applying to sequences
- Please see PE skills sheets for further guidance.



As artists we will focus on:

- Investigating colour mixing to mix secondary colours, recognise and name the primary and secondary colours, and explore colours for fire and ice.
- Exploring making shades of colours and add tone to our work
- Exploring these colours using a range of media
- Controlling our lines to make accurate drawings
- Drawing a range of lines: vertical, horizontal, cross-hatched and wavy
- Drawing imaginative landscapes in smaller and larger scales
- Using computer simulations to create designs/pieces of art.
- Look at a range of landscape art and work by Hundertwasser (and or Vincent Van Gogh) and apply our skills to our own versions.

As historians we will:

Explore two very different events within the Stuart period and will:

- Investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences.
- Study the Great Fire of London and decide whether or not it improved London for those living there.
- Learn to interpret evidence from this time and afterwards, examining whether the sources are reliable.
- Take a trip to Aston Hall for a "Great Fire of London" experience.
- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Choose and use parts of stories and other sources that we know, and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.
- Use a wide vocabulary of everyday historical terms.
- Know where events we study fit within a chronological framework.

As geographers we will:

Learn about weather and seasons.

- Describe different types of weather, make observations, and understand changes around us.
- Observe the weather, and understand weather data from pictures, words and symbols.
- Understand why weather changes and know that there are different types of wind which bring about these changes.
- Understand that there are four seasons in the UK.
- Know about parts of the UK and its capital cities and talk about the weather there.
- Demonstrate understanding of the weather, and seasons in different parts of the UK.

As designers we will focus on:

Designing, making and evaluating a simple fire truck. We will:

- Use construction kits with wheels and axles to make a product that moves.
- Learn how wheels and axles may be assembled as either fixed axles or free axles.
- Try out different ways of making axle holders and understand the importance of making sure the axles run freely within the holders.
- Mark out, hold, cut and join materials and components correctly.

As musicians we will:

- Learn, perform and accompany songs about travel from around the world
- Explore the beat through movement, body percussion and instruments. Learn to control a changing tempo.
- Combine a steady beat with word rhythms and explore changes in tempo.
- Listen to an orchestral piece and improvise their own descriptive theme park music.

(Music Express travel, toys and machine resources for Y1 and Y2. Please see music skills sheets for further guidance)

As experts in computing we will:

- Explore Online safety (Keeping information private 1.1)
- Explore Purple Mash (Saving in their own space 1.1)
- Be maze explorers (plan moves ahead 1.5 2Go)
- Be questioning their data with simple searches and using a binary tree to sort information and question (2.4 2Question, 2Investigate)

As scientists we will focus on:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Seasons:

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Autumn focus.

Materials:

- Distinguish between an object and the material from which it is made. (Sorting Santa's old toys for recycling by their material. - identifying and classifying investigation)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (materials treasure hunt).
- Describe the simple physical properties of a variety of everyday materials (throughout all investigations)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Investigate "What is the most suitable material (fabric) to make a sleep mask? - opaque or transparent" (comparative investigation)..
- Investigate "What is the best material to make a fire truck? - strength" (comparative investigation)
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Engage in a STEM activity to investigate "What material should we make a structure with so it will hold the most weight?" (comparative and fair testing investigation).

Develop our English skills through the stimuli of:

- A story based on the Oliver Jeffers text - How to catch a Star.
- A recount of our class trip.
- A fortune seeking story based on the Cat, Bramble and Heron.
- Writing our own poems inspired by bonfire night.
- Instructions for making our fire trucks.
- Please see skills and knowledge in the year group assessment grids.

Reading texts from our reading spine:

Where the wild things are by Maurice Sendak (archaic) (Complexity of plot symbol)
 Pumpkin Soup by Helen Cooper (Pie Corbett reading spine)
 Dinosaurs and all that rubbish by Michael Foreman (Complexity of Plot Symbol)
 Dear Dinosaur by Chai Straithe
 Poem: The Great Fire of London by George Szirtes
 Shadow Robert Louis Stevenson (Poem Archaic)
 The Colour Monster by Anna Llenas (resistant texts)
 Hey Little Ant Hannah and Phillip Hoose (Complexity of the Narrator)
 The Owl Who was afraid of the dark by Jill Tomlinson (Pie Corbett reading spine).
 The Night before Christmas Clement Clarke Moore (archaic)

Develop our Maths skills through key foci of:

- Mental fluency, reasoning and problem solving using:
- Positional Language and Sequencing (turns, patterns and sequences)
- Subitising - Leading to More and Fewer
- Number Magnitude, Estimation and Comparison (equal to, more than, less than, fewer, more, most, least using number lines and other representations).
- Place Value - Making Ten(s) and Some More
- Time - Estimating, Sequencing and Comparing (days of the week, months, years and time).
- Additive Reasoning - the Understanding and Language of Operations
- Part Whole (number bonds to 20 for year 1 and the inverse relationship between addition and subtraction for year 2)
- Equality and Comparison
- Measures - Length, Height and Mass

Using maths across other curriculum areas by:

- Using simple bar charts to record the weather
- Please see skills and knowledge in the year group assessment grids.

