



<u>Year group: 2</u>	<u>Term: 3/4</u>		<u>Enquiry Question: How do we know about the Great Fire of London?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Know how to use art and design techniques to create a mosaic that represents The Great Fire of London. – Know how to develop the use of line, shape, form and space. – Know how to use colour to represent The Great Fire of London. – Know how to evaluate own work. – Know how to create different textures using different materials and colours. <p><u>Music</u></p> <p><u>Spring 1 - I Wanna Play in a Band</u> <u>Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To know some songs have a chorus or a response/answer part. 	<p>Similarities Differences Texture Line Shape colour pattern form space.</p> <p><u>Spring 1 - I Wanna Play in a Band</u> <u>Keyboards, drums, bass, electric guitar,</u></p>	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. – Experiment with the visual elements; line, shape, pattern and colour. – Make observations and research famous artists. – Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. – Review what they and others have done and say what they think and feel about it. – Work on a range of scales. E.g large brush on large paper. – Mix and match colours. – Make a simple mosaic. <p><u>Music</u></p> <p><u>Spring 1 - I Wanna Play in a Band</u> <u>Featured composers / performers - Queen</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To learn how songs can tell a story or describe an idea.



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	<ul style="list-style-type: none"> - To know that songs have a musical style. - To know that music has a steady pulse, like a heartbeat. - Rhythms are different from the steady pulse. <p><u>Spring 2 - Zootime</u></p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> - To know that we can create rhythms from words - To know that improvisation is making up your own tunes on the spot. - To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <p><u>Composing</u></p> <ul style="list-style-type: none"> - To know that composing is like writing a story with music 	<p>rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p><u>Spring 2 - Zootime</u></p> <p>Keyboards, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<ul style="list-style-type: none"> - To find the pulse. - To listen to the rhythm and clap back short rhythmic phrases based on words, with up to two syllables <p><u>Spring 2 - Zootime</u></p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> - To listen and clap your own answer - To listen and sing back - To listen and play your own answer using one or two notes. - To improvise using one or two notes. <p><u>Composing</u></p> <ul style="list-style-type: none"> - To create simple melodies using up to five different notes. - To learn how the notes of the composition can be written down and changed if necessary
Knowledge & understanding of the world	<p><u>History/Geography:</u></p> <p><u>How do we know about the Great Fire of London?</u></p> <p>Children will learn how the Great Fire of London was a significant event beyond our</p>	<p>Research, evidence, source, timeline, time period, event, impact, significance, change, national</p>	<p><u>History/Geography:</u></p> <p><u>How do we know about the Great Fire of London?</u></p> <p>Researching skills</p> <ul style="list-style-type: none"> - To be able to read and interpret a map.



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	<p>living memory and will focus on the following:</p> <ul style="list-style-type: none">– Placing the Great Fire of London on a timeline and exploring ways in which London was different in 1666AD– Exploring the events of the Great Fire and Samuel Pepys' experiences– Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn't happen again.– Considering how we know about the Great Fire, looking at sources including Pepys' diary, pictures, reports and artefacts– Recalling key facts and events from the Great Fire and expressing understanding in a variety of ways– Locating London on a world map and a map of the UK, and starting to think about London's features– Learning some facts and history about some of London's most famous landmarks– Using directional language to navigate between London landmarks on a map, including using compass direction	<p>and global, interpret, comparisons.</p>	<ul style="list-style-type: none">– To be able to make comparisons.– To be able to sequence an event and place in a time frame.– To place the Great Fire of London in a time period– To identify the causes and consequences of the Great Fire of London– To be aware of different sources of evidence re the Great Fire and draw inferences from these.– To ask simple questions regarding the Great Fire of London– Consider the impact of the Great Fire of London and how this has impacted the lives of people today– To identify the differences and similarities between time periods using sticky knowledge.
			<p><u>RE</u> <u>Unit 2.2: Believing</u> <u>Key Question: What is true?</u></p>



	<p><u>RE</u> <u>Unit 2.2: Believing</u> <u>Key Question: What is true?</u> <u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> - To know about the Sikh faith and what is special to them. - To know about the Christian faith. - To know about the artefacts in two different faiths. (Sikh and Christian) - To know about the holy book in two faiths. (Sikh and Christian) 	<p>Relevant words linked to the Sikh and Christian faith.</p>	<p><u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> - To be able to discuss what is special and precious to them. - To recognise why different things might be special to different faith members. - To be able to compare two different faiths.
SMSC	<p><u>Dreams and Goals</u></p> <p>Children are taught to choose realistic goals, outline steps to meet them and to identify their own successes and achievements. Similarly, they are taught to work with others and to solve problems.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Recognise who it is easy for me to work with and who it is more difficult for me to work with - Understand how working with other people can help me to learn - Work cooperatively in a group to create a product - Work with other people to solve problems - Express how it felt to be working as part of this group 	<p>Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Dream bird Group Team work Problem- solve</p>	<p><u>Dreams and Goals</u></p> <p>I can:</p> <ul style="list-style-type: none"> - Model perseverance, cooperation in a small group and learn to share success - Express how it felt to be working as part of a group - Contribute increasingly to the success of a group



	<ul style="list-style-type: none"> - Share success with other people - Contribute to the success of a group and know how this feels - Store these feelings in my internal treasure chest (proud). 		
	<p><u>Healthy Me</u></p> <p>Children are taught to the basics of keeping a healthy body. We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Keep their body healthy - Motivate themselves and make healthy lifestyle choices - Show or tell what relaxed means and know some things that make them feel relaxed and what makes them feel stressed - Verbalise when a feeling is weak and when a feeling is strong - Understand how medicine works in their body and how important it is to use medicine safely - Care for their body - Decide which foods to eat to give their body energy - Have a healthy relationship with food and know which foods are most nutritious for their bodies 	<p>Healthy choices</p> <p>Lifestyle</p> <p>Motivation</p> <p>Relax</p> <p>Relaxation</p> <p>Tense</p> <p>Calm</p> <p>Healthy</p> <p>Unhealthy</p> <p>Dangerous</p> <p>Medicines</p> <p>Safe</p> <p>Body</p> <p>Proportion</p>	<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Make some healthy snacks using ingredients from the shop. Explain why they are good for the body. - Express how it feels to share healthy food with their friends.



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	<ul style="list-style-type: none"> - Make some healthy snacks and explain why they are good for their body - Express how it feels to share healthy food with their friends. 		
Scientific & technological understanding	<p><u>Science</u> <u>Continuing with materials – but focused on experiments</u></p> <p>To know the suitability of materials To carry out a science test. (Best insulators and strongest material)</p> <p>Introduce children to new topic of plants (Summer 1) and have a go at planting some vegetables to sell in the shop.</p> <p><u>Design Technology</u></p> <p><u>Mechanisms Wheels and Axels: Fire Engine</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Know technical vocabulary relevant to the project – Know how to develop and communicate ideas through drawings and mock-ups <p>Make:</p> <ul style="list-style-type: none"> – Explore a range of tools and equipment required to make the product 	<p>Suitability, data, observations, testing</p> <p>Axle Axle Holder Chassis Friction Dowel Vehicle Assembling Cutting Hacksaw Bench hook Glue gun</p>	<p><u>Science</u> <u>Continuing with materials – but focused on experiments</u></p> <p>Recording Make observations Evaluations</p> <p>Enquiry type- Comparative and fair testing</p> <p><u>Design Technology</u></p> <p><u>Mechanisms Wheels and Axels: Fire Engine</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Develop and communicate ideas through drawings and mock-ups – Generate initial ideas and simple design criteria through talking and using own experiences – Distinguish between fixed and freely moving axels <p>Make:</p> <ul style="list-style-type: none"> – Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing – use of hacksaw and glue guns essential (with support)



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	<ul style="list-style-type: none"> – Know how to perform practical tasks such as cutting, joining to allow movement and finishing- safely <p>Evaluate:</p> <ul style="list-style-type: none"> – Know how to evaluate against original design criteria <p><u>Computing</u></p> <p><u>Coding (Unit 2.1)</u></p> <ul style="list-style-type: none"> – To understand what an algorithm is – To understand how to use the repeat command – To understand how to use the timer command – To know what debugging means – To understand the need to test and debug a program repeatedly – Know how different objects can have different behaviours which are limited to specific actions <p><u>Effective Searching and Presenting Ideas (Unit 2.8)</u></p> <ul style="list-style-type: none"> – To explore how a story can be presented in different ways – Know how to present information using a variety of software 	<p>Algorithm Repeat command Timer command Test Debug Specific action Button object Coding Complex</p> <p>Story Software 2Connect Clipart Appropriate Presentation Extract</p>	<ul style="list-style-type: none"> – Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> – Explore and evaluate a range of products with wheels and axles – Evaluate ideas throughout and the product against original design criteria <p><u>Computing</u></p> <p><u>Coding (Unit 2.1)</u></p> <ul style="list-style-type: none"> – To create a computer program using simple algorithms – To use the button object – Explain what an algorithm is – To debug simple programs – Use a design document to start a debugging program – Create a computer program using different objects – Plan and use algorithms in programs successfully to achieve a result – To use coding knowledge learnt to create a more complex program that tells a story <p><u>Effective Searching and Presenting Ideas (Unit 2.8)</u></p> <ul style="list-style-type: none"> – To make a quiz about a story or class topic – To make a fact-file on a non-fiction topic – To make a presentation to the class – To extract information from a 2Connect file – To add clipart to a fact-file
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Spring

	<ul style="list-style-type: none"> – To know how to extract information from a 2Connect file – To know how to add clipart and what is appropriate 		
Physical development	<p><u>Physical Development</u></p> <p><u>Spring 1</u></p> <p><u>Dance- Olympics</u></p> <ul style="list-style-type: none"> – Know how to dance in unison. – Understand how to dance using different levels. – Know how to dance using cannon. – Know how to perform in repetition. – Know how to jump in our dance. – Learn to travel. – Know how to create freeze frames. – Understand how to work with timings. – We are learning to dance in formations. – To learn to use direction. – To know how to use rehearsal time productively. <p><u>Multi-Skills</u></p> <ul style="list-style-type: none"> – Be able to show that they have body control when performing different movements. 		<p><u>Physical Development</u></p> <p><u>Spring 1</u></p> <p><u>Dance- Olympics</u></p> <ul style="list-style-type: none"> – Copy, remember and repeat a series of actions. – Select from a wider range of actions in relation to a stimulus. – Use pathways, levels, shapes, directions, speeds and timing with guidance. – Use mirroring and unison when completing actions with a partner. – Show a character through actions, dynamics and expression. – Use counts with help to stay in time with the music. <p><u>Multi-Skills</u></p> <ul style="list-style-type: none"> – Show balance and coordination when running at different speeds, regularly avoiding peers and using effective techniques. – Connect running and jumping movements with some control and balance.



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- Understand how to increase speed over a short distance.
- Understand how to avoid attackers in a game situation.
- Be able to recognise what type of throws to use in different situations.
- Be able to perform both jumping and hopping without losing body control.
- Demonstrate changing directions at different speeds.
- Understand how different throwing techniques can create different amounts of power.
- Begin to understand what body parts are used when throwing.
- Understand the importance of finding a space.
- Learn how to quickly move over objects without having to reduce speed.
- Be able to throw a ball at targets different distances away.

Spring 2

Games

- To develop basic game playing skills.
- To listen to instructions and be aware of safety issues surrounding the activities they are doing.

- Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique.
- Show some understanding of different throws.
- Show control and balance when travelling at different speeds.
- Demonstrate balance and coordination when changing direction.
- Demonstrate coordination with increased control, with and without equipment.

Spring 2

Games

- Dribble a ball with two hands on the move.
- Dibble a ball with some success, stopping it when required.
- Throw and roll towards a target using varying techniques with some success.
- Show balance when kicking towards a target.
- Catch an object passed to them, with and without a bounce.



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- To be aware that it is important to stay healthy and know the effects exercise has on their bodies.
- To watch, copy, describe, and evaluate what they and others are doing.
- Be able to show an understanding of spatial awareness.
- They will be able to run at different speeds.
- Learn to run on the balls of their feet to make it easier to change direction.
- To know and use different techniques, speeds and efforts to meet challenges set for running and throwing.
- Know how to put basic skills learnt into a game setting.
- Understand how to increase speed over a short distance.
- Be able to relate skills learnt to a different sport.

Functional Fitness

- Be able to travel at different speeds, in different directions.
- Learn how to run when changing directions.
- Know how to describe the components of health-related fitness.

- Move to track a ball and stop it using feet with limited success.
- Strike a ball using a racket.
- Run, stop and change direction with balance and control.
- Move to space to help score goals or limit others scoring.
- Use simple tactics.

Functional Fitness

- Show balance and coordination when running at different speeds, regularly avoiding peers and using effective techniques.
- Connect running and jumping movements with some control and balance.
- Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique.

Spring



	<ul style="list-style-type: none"> – Learn how all body parts can be used to help with jumping. – Understand what cardio is. – Learn when to be at full speed and when to slow down in a game. – Learn what reaction speed is. – Know how to apply agility skills into games. – Understand how we build strength. – Learn how to create power when jumping. – Begin to learn basic muscle groups. – Be able to identify what muscle groups are working in various activities/ exercises. 		<ul style="list-style-type: none"> – Show some understanding of different throws. – Show control and balance when travelling at different speeds. – Demonstrate balance and coordination when changing direction. – Demonstrate coordination with increased control, with and without equipment.
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<u>Guided Reading and other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
<p>Owl who was afraid of the dark</p> <p>Vlad and the Great Fire of London</p>	<p>Paddington in London- Geography</p> <p>Geographical features and landmarks</p> <p>Simple directional language</p>	<p>Using artefacts to generate discussion</p> <p>Visual stimulus.</p> <p>Video clips</p>	<p>Who lived in London in 1666?</p> <p>What happened in the Great Fire of London?</p> <p>How can we find out if the city was destroyed by the fire?</p> <p>What changes take place in London after the fire?</p>



Spring

Newspaper article- London's burning Samuel Pepys diary	Influential people- History		
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