

## Literacy

**Genre Focus: Report writing Non-fiction**

**Main learning objectives:**

- I can write facts
- I can use heading and sub headings
- I can write in an order that makes sense.
- I can use a range of punctuation and vocabulary to make my writing more exciting.

**Context/hooks/reasons to write:**

- Report writing on the Great Fire of London.

## Numeracy

**Focus areas:** Mult / Div / Problem solving / Measures

**Main learning objectives:**

- I can recall and use multiplication and division facts for the 2,3,4 and 10 multiplication tables, including recognising odd and even numbers
- I can show that multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot.
- I can write multiplication facts and corresponding division statements.
- I can solve problems in solving addition and subtraction using concrete objects, pictorial representations including those involving numbers, quantities and measures.
- I can solve problems involving multiplication and division using objects, arrays, repeated addition, mental methods and multiplications and division facts including problems in context.
- I can choose and use appropriate standard units to estimate and measure length and height in any direction (m/cm) to the nearest appropriate unit using suitable equipment.
- I can compare and order lengths and heights and record the results using <, > and =

## Science / STEAM

**Main learning objectives: Materials / STEAM**

- I can identify a range of common materials and discuss some of their properties.
- I can describe similarities and differences between materials.
- I can sort materials into groups and describe the basis for their groupings.
- I can build 3 houses using different materials and check which is the strongest
- I can design and build a structure that can transport water from the Thames to burning houses.

# Year 2 MTP Spring 2 The Great Fire of London

## Key dates or events

- Firefighters visit- date tbc.
- World Book Day 7th March

## Pupil voice:

- Sharing prior knowledge and experiences.
- Identifying what they want to find out.



## Art & DT

**Main learning objectives:**

- I prepare food safely and hygienically and can describe what this means.
- I describe the properties of the food ingredients: taste, smell, texture, and consistency.
- I weigh or measure my ingredients accurately.
- I describe my food product using its properties.
- I use pencils, pastels and charcoal in my drawings.
- I mix paper and other materials with different textures and appearances.

## Music

**Main learning objectives:**

- I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)
- I know how sounds can be made and changed to suit a situation.

## PSHE: Jigsaw unit - Healthy Me

**Main learning objectives:**

- I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- I understand how medicines work in my body and how important it is to use them safely
- I can sort foods into the correct food groups and know which foods my body I can sort foods into the correct food needs every day to keep me healthy.

## ICT

**Main learning objectives:**

- To use simple backgrounds and filters on apps like Photo booth to make short film clips.
- To save a film in a folder to use later on.

## PE - Key area (s): Dance / Games

**Main learning objectives:**

- I can perform my dance actions with control and co-ordination.
- I can link two or more actions together to make a sequence.
- I can remember and repeat dance moves.
- I can choose the best dance movements to communicate a mood or a feeling.
- I decide on the best position to be in during a game.
- I have developed some tactics for the game I am playing.
- I can create my own dance sequence

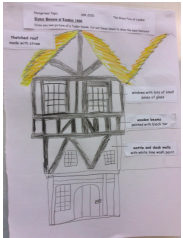
## Geography/History

**Main learning objectives:**

- I can locate London on a map.
- I can discuss a key person from history in relation to the Great Fire of London.
- I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- I can describe objects, people or events (From the time of)... (significant person or event)
- I can recount the main events from a significant event in history. (Giving some interesting details)
- I use information I have found out about the past to describe the differences between then and now.
- I use time lines to order events or objects.

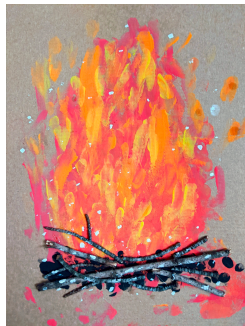
You can choose any of these home learning challenges and present them how you wish in your Learning Log.

There will be an opportunity to share your learning with your class each week.



### Art/D&T

Have a look at the pictures for some ideas of Fire or London themed crafting you can do!



### Science / STEAM challenge

- Design and build a boat that could have carried people to safety on the Thames.

Success Criteria:

- If must float
- It must be able to bear some weight- e.g a lego person
- It must cross from one side of a bath or similar sized body of water to the other



### Literacy

- Write recipes that Thomas Fariner may have used or that you use at home.
- Write a diary entry from the perspective of one of the historical figures we have been learning about surrounding their experience in the Great Fire of London.
- Make a calendar or timeline to show the sequence of events surrounding the Great Fire of London.
- Write a newspaper article on the Great Fire of London.

### Topic

Check with an adult before using an iPad/computer:

- Design and build a 1666 house.
- Bake a loaf of bread and write out the recipe.
- Locate the fire alarms in your house and discuss with your family what you would do in the event of a fire.
- Research some of the historical figures further we have been looking at.
- Have you been to London? Recount what you saw and did there. Did you visit any of the landmarks associated with the Great Fire of London? Write a recount about your trip.
- Draw different fire fighting equipment that was used in the Great Fire of London and also the types we use now. Discuss any similarities and differences with an adult.

### Numeracy

- Work on the 2, 5 and 10 times tables at home through repetition.
- Develop your speed and accuracy in skip counting in 2, 5 and 10.
- Work on developing your problem solving skills when visiting shops and making purchases. Work out how much items will cost when totalled together and assist in calculating change. You could find two or 3 items on shelves and calculate the total without making a purchase.
- Order the members of your household by height.
- Make comparisons in height between different objects.