

## Literacy

### Writing

**Genre Focus: Report / Recount 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.

## Art/DT

- I use pencils, pastels and charcoal in my drawings.
- I mix paper and other materials with different textures and appearances.
- I can choose materials that suit the use of my product.
- I can make a moving mechanism.
- 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.

## Maths Focus areas: Mult / Div / Problem solving

### 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.

## Science

### Changing Materials- how solid shapes can change

#### Main learning objectives:

- I can identify solids as being soluble or non-soluble.
- I can identify solids that are malleable.
- I can demonstrate how materials can be changed by physical means. (heating and cooling, force etc)
- I can identify materials that can be changed by chemical means. (burning, baking, rusting etc)

## RE

### Celebrations

- I can consider the importance and significance of celebrations.
- I can share celebrations in my family.
- I can consider the importance of food in celebrations.
- I can identify the differences between celebrations and festivals.



**Topic:**  
**The Great Fire of London**

### **Key Dates:**

- Fire Station visit- TBC
- Daffodil judging
- Miss Hunter joins 2M on placement,

### **Pupil Voice:**

- Children to write questions at beginning of topic to find out answers to.
- Lead Science investigations based on questions asked.
- celebrations in our families

**Year 2:**  
**Spring Term**



## 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.

## Geography/History

### 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

## 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

### Jigsaw/PSHE-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.

## Music

### Main learning objectives:

- I can explore pitch
- I can identify and replicate the beat in music
- I can listen carefully and recall short rhythmic and melodic patterns

### Literacy:

- Writing a diary entry from the perspective of Samuel Pepys
- Writing a newspaper report of the events of the great fire of London

### ICT

- Film a news report on the Great Fire of London.
- Save the news report to a given location.

### Art/DT

- Link to the bakery in GFL- make bread.
- Create 1666 houses
- Art work based on GFL
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### PE

- Dance out of school source
- Games focus on skills, working as a team, following rules.
- 4 corners, cat and mouse, flush the toilet, stuck in the mud, tetras, capture the flag.

### Maths:

- Singing songs
- Showing relationship between multiplication and division.
- Using physical methods with counters / objects.
- Real life contexts
- Using multiplication charts.
- Choosing which operation to apply
- Following the RUCSAC steps to solve problems

### Science:

- Baking link to the great fire of London- making bread / cake to heat liquids to create a solid.
- Baking soda / vinegar balloon experiment to create gas
- Melting ice experiment / ice melting challenge.
- Melting chocolate / making butter / making ice cream. / pop corn
- Water evaporation
- Matter sorting game
- Irreversible and non-irreversible change
- STEAM challenges.

## Topic: The Great Fire of London

Year 2:  
Spring Term  
A

### RE

- look at celebrations in our class and how we celebrate them.
- consider how celebrations make us feel
- talk about the food we share in celebrations.

### Activity Ideas:



### Geography/History

- Use iPads to find significant landmarks associated with the GFL.
- Research Samuel Pepys
- Create a time line of events
- Look at historical artefacts associated with GFL.
- Look at significant historical figures associated with the fire.
- Consider how past events have impacted modern day fire and building regulations.
- Look at significant local fires.
- Look at fire fighting equipment.

### Jigsaw/PSHE

Follow scheme

### Music

Use the song Do, rae, me to explore pitch, beat, rhythm.



### Home Learning:

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:

- It 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.
- Work on