

Outcome: The Great Fire of London Display

We will develop our understanding of The Great Fire of London and use this to create our own Great Fire of London display.

History
Through our reading and wider research, we will be developing our understanding of the key events in the Great Fire of London. Asking and answering questions will help us to understand what life was like London in 1666 and how London changed.

English
We will use our understanding of The Great Fire of London to write a recount that will retell events. In our Writing, we will focus on writing in the past tense, using complex sentence structures.

Art
Through our research, we will look at the architectural style during Tudor times. When we look at the style, we will discuss the flammability of the buildings (based upon the materials used, the buildings proximity and the weather conditions at the time). We will use this knowledge to draw Tudor houses. We will also recreated the fire using pastels to explore different drawing techniques.

English
In response to a short film, we will write descriptive pieces about Pudding Lane in Tudor times. We will aim to create mood and atmosphere by carefully choosing adjectives and adverbs for description.



Mytchett Primary
and Nursery Academy

Year 2 – Spring Term




The Great Fire of London

Through this topic, we will be learning about the historical event of ‘The Great Fire of London’ which took place in 1666. We will write our own recounts and diary entries retelling the events of the fire from different viewpoints. We will draw Tudor houses, looking carefully at the architectural style of buildings in Tudor times. Finally, we will write atmospheric descriptions of Pudding Lane.

Outcome: A Diary Entry

English
We will begin by reading ‘*The Great Fire of London*’ by Emma Adams and James Weston Lewis, in which the children explore London in the present and the past, through the story of the great fire of London. Then we will compare the London of today and the London of 1666, using past and present tense. We will explore the cause of the fire of London through interviewing the baker, Thomas Farriner, planning and recording appropriate questions, and design safety posters using verbs to write commands. We will finally write a diary entry from the point of view of the cat that Samuel Pepys saw being rescued from the ashes, drawing on the skills and knowledge they have practiced during the topic.



Outcome: Science Investigation

Science We will begin by recapping our knowledge of the different properties of materials. We will then investigate the suitability of different materials for a range of purposes. We will ask questions, predict and finally use our observations to record our data and find the answers to our questions.

Outcome: Poetry Performance (Oracy)

English/ History We will begin by learning the poem ‘London’s Burning’ We will then use our history knowledge to write our own versions. We will think carefully about the rhythm of the poem and how many syllables we need. Finally e will perform the poem using expression.

<p>Maths</p> <p>At the beginning of this term the children will be learning about money. They will learn to make different amounts, find totals including change and solve a range of problems.</p> <p>We will then develop our ability to multiply and divide using a range of different strategies. We will use both mental and written strategies for solving mathematical problems involving the four key number operations. Towards the end of the term, we will apply our understanding of number to fractions and through practical activities and games, we will learn to recognise fractions of shapes and to calculate fractions of numbers.</p>	<p>PE</p> <p>During multi skills we will further develop hand eye co-ordination skills and foot to eye co-ordination skills using various sized balls. We will complete activities in pairs and then progress to learning to work within a small group, building up to team games.</p> <p>They will also take part in ‘Bootcamp’ where we will be learning about fitness through circuit training-based activity.</p>	<p>PSHCE</p> <p>This half term our PSHCE topic is ‘Healthy Me. The children will consider how to keep healthy in a range of different ways. They will focus on healthy eating, being active, keeping safe and building friendships.</p> <p>French</p> <p>In French this term, Swallows will be revising and expanding upon adjectives and expressions relating to emotions and how we are feeling. They will learn further adjectives, and opposites, through the French version of the story of ‘Goldilocks and the Three Bears’.</p>	<p>Computing</p> <p>In computing this term we will focus on pictograms and how we can present different information using a computer. Using the program ‘Just 2 Easy’ Swallows will recognise that we can count and compare objects using tally charts, recognise that objects can be represented as pictures and finally create our own pictograms to compare data.</p> <p>During the second half of the term our focus is robot algorithms. Swallows will learn to describe a series of instructions as a sequence, explain what happens when we change the order of instructions and use logical reasoning to predict the outcome of a program (series of commands) They will end the unit by designing their own algorithms.</p>	<p>Music</p> <p>This term the children will be ‘Exploring Feelings Through Music’. They will be learning about all the Foundational Elements of Music with a spotlight on feelings and emotions, while working implicitly with all the other elements of music. They will then use this knowledge to create and improvise.</p>	<p>RE</p> <p>We will begin our RE learning this term by considering why the church is a special place for Christians. We will learn that the church is not just a building, but a community of people. We will also investigate Christian symbols that are found in churches and make connections between these and what Christians believe. Finally, we will learn that ‘worship’ is one of the most important things that happens in a church, because it’s how Christians show that God is important to them.</p>
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