



Everybody Excelling, Every Day, No Excuses!

Theme Title: <u>Fire</u>			Year group: 2 Term: Spring 1
Hook	Explore	Excite	Celebrate
Bake bread	Follow the route of the Great Fire from Pudding lane to Monument	Make a burning of a row of houses as a simulation of the Great Fire	Re-enactment film of the Great Fire for next year's Y2

Core subjects: Theme Content/ Foundation: Links to National Curriculum

By the end of this unit the children will be able to...

Science	<p>Materials- suitability and how materials can be changed identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching I can tell you why some objects cannot be made from other materials. I can tell you how I can change the shape of solid objects.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p>Healthy Body – Hygiene Washing Hands To learn to eradicate germs and the spread of diseases by washing hands To understand how germs spread infections and diseases Keeping Clean To learn about the importance of and reasons for bathing and showering To manage basic personal hygiene</p>
Humanities	<p><u>Who was responsible for the fire?</u> <u>Great Fire of London</u> <u>Significant events and people</u></p>

	<p>I can identify differences and similarities between the ways of life in different time periods.</p> <p>I can ask and answer questions about the past</p> <p>I can use topic words that are linked to the history I am studying</p> <p>I can find out about life in the past by looking at</p> <ul style="list-style-type: none"> *stories *pictures or photographs *DVDs *information books *the internet *artefacts *museum displays *old buildings and heritage sites <p>I can describe what happened in important events in the past</p> <p>I can record my understanding of the past in different ways, such as</p> <ul style="list-style-type: none"> *writing * drawing and labelling * painting and collage * drama *making models * making a museum display *performing a play * giving a presentation
RE	<p>What does it mean for a Christian to belong to the church?</p> <p>I can explore how baptism expresses the hope that children will grow up to follow the teaching and example of Jesus</p> <p>I can explore some of the ways in which children learn about their faith by growing up in a Christian home eg by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying</p> <p>I can explore how belonging to the Christian ‘family’ means living in the way Jesus taught, especially caring for others eg the poor and those in need</p> <p>I can explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian family</p> <p>I can explore how the symbols of light, used by Christians express their belief that Jesus is the light of the world</p> <p>I can explore how the symbols of baptism (eg water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family</p>
Arts– Drop Down	Engineering and Science DT focus
PE	<p>Games – Cricket</p> <p>Inventing and creating games</p>

	<p>Can show good catching skills when working on their own. Can regularly hit a ball within three attempts Can bowl with one bounce to a selected target. Can throw to a selected target. Can complete and demonstrate technical parts of the lesson. Can follow the rules of the game. Meets these</p> <p>Gymnastics- Spinning, Turning and Twisting I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up, perform and describe a sequences of gymnastic actions. I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency. I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. I can choose one aspect of their sequence to improve, and say how to improve it.</p>
Computing	<p>Make a short documentary/news report about the Great Fire of London For example: Groups of 3 – filming, news reader & reporter. Children to take turns to film each other using iPad – switch roles. Resources: video cameras/iPads</p> <p>Digital Literacy How do we use the video camera on the iPads? How do I hold the iPad still? Where is the microphone and the camera hole?</p> <p>Understanding Technology Locate London on Google maps/Google earth/street view to see where we are. Where was the fire in London? Use Internet to find images of the fire and damage caused How do we search for pics on the Internet/what key words could we use?</p> <p>Online safety How can we stay safe online, what are our school rules? What should we do if we see something that upsets us?</p>
MFL	<p>I know numbers 0-30 in Spanish.</p> <p>I know how to greet someone in Spanish. (hello, how are you, goodbye, I'm well thank you etc.)</p>

