

<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>Artists (Van Gogh, Monet and Metzinger)- Fire in the style of Metzinger</u></p> <ul style="list-style-type: none"> - To be able know and recognise the different styles used by a range of artists. - To be able to describe the work of different artists making links to the different materials and media used as well as the visual elements explored. - To be able to recognise and describe similarities and differences between the works of artists covered and make references to their own work. - To 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>	<p>Associated artists</p> <p>Craft Designer Similarities Differences Texture, line, shape, colour pattern, form and space.</p> <p><u>Spring 1 - I Wanna Play in a Band</u> Keyboards, drums, bass, electric guitar, rock, pulse,</p>	<p><u>Art</u></p> <p><u>Artists (Van Gogh, Monet and Metzinger)- Fire in the style of Metzinger</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>

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	<ul style="list-style-type: none"> - To know some songs have a chorus or a response/answer part. - 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>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 learn how songs can tell a story or describe an idea. - 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
<p>Knowledge & understanding of the world</p>	<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 living memory and will focus on the</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>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.
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	<p><u>RE Believing</u></p> <p><u>Key Question: How do people demonstrate their beliefs?</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>RE Believing</u></p> <p><u>Key Question: How do people demonstrate their beliefs?</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.
<p>SMSC</p>	<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 - Share success with other people 	<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



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	<ul style="list-style-type: none"> - 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 - Make some healthy snacks and explain why they are good for their 	<p>Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Proportion</p>	<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Make some healthy snacks and explain why they are good for the body - Express how it feels to share healthy food with their friends.



	<p>body</p> <ul style="list-style-type: none"> - Express how it feels to share healthy food with their friends. 		
<p>Scientific & technological understanding</p>	<p><u>Science</u> <u>Continuing with materials – but focused on experiments</u> To know the suitability of materials To carry out a science test.</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 – 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 	<p>Suitability, data, observations, testing</p> <p>Axle Axle Holder Chassis Friction Dowel Vehicle Assembling Cutting</p>	<p><u>Science</u> <u>Continuing with materials – but focused on experiments</u></p> <p>Recording Make observations</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 – 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

	<p>original design criteria</p> <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 - To know how to extract information from a 2Connect file - To know how to add clipart and what is appropriate 	<p>Algorithm Repeat command Timer command Test Debug Specific action Button object Coding Complex</p> <p>Story Software 2Connect Clipart Appropriate Presentation Extract</p>	<p>original design criteria</p> <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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<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Groovy Gymnastics (Unit 2.3)</u></p> <ul style="list-style-type: none"> - Remember and repeat simple gymnastic action with control - Explore ways of travelling around on large apparatus - Know different balances and gymnastic actions <p><u>Skip to the Beat (Unit 2.3)</u></p> <ul style="list-style-type: none"> - Explore different ways of skipping - Be aware of safety aspects concerned with skipping - Skipping techniques 	<p><u>Groovy Gymnastics (Unit 2.3)</u></p> <p>Apparatus Balance Patches Points Shoulder Stand Tension Travelling</p> <p><u>Skip to the Beat (Unit 2.3)</u></p> <p>Hopping, Skipping, Jumping. Skipping technique Step Hop Squat Tag Skipping Circuit</p>	<p><u>Physical Development</u></p> <p><u>Groovy Gymnastics (Unit 2.3)</u></p> <ul style="list-style-type: none"> - Perform balances and movements, and combine them into a routine - Balance on isolate parts of the body using the floor and hold balance - Link balances with other travelling moves, moving smoothly into and out of the balances - Safely use benches and mats to develop sequences - Safely move around the equipment, using knowledge from previous weeks - Link together a number of gymnastic actions into a sequence - Choose and use a variety of gymnastic actions to make a sequence <p><u>Skip to the Beat (Unit 2.3)</u></p> <ul style="list-style-type: none"> - Develop skipping techniques with control and balance - Practice techniques learned in previous years - Observe and comment on others' performance - Compose a sequence of skipping moves - Perform skipping moves in a routine - Teach a partner your routine
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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>
Owl who was afraid of the dark	Stanley in London Famous people Light and dark	Using artefacts to generate discussion Visual stimulus. Video clips	Who lived in London in 1666? What happened in the Great Fire of London? How can we find out if the city was destroyed by the fire? What changes take place in London after the fire?