

Year - 2		The Great Fire of London		Spring 2
ROOTS Link: Respect How did respect for fire – change life after the Great Fire of London?	Whole School Project: Tree week	Ignites, Trips, Visits & Visitors:	Great fire of London company	
Vision: For this project, the children will be exploring the key events of the Great Fire of London and the impact the fire had on our lives. They will be comparing the fire service of today to fire services of the past, to see how the Great fire led to an improvement of equipment and staffing. They will understand what London was like in 1666, paying close attention the materials that buildings were made out of and how the streets were laid out. They will make links to the buildings in 1666 to the spread of the fire. The children investigate the evidence left by Samuel Pepys and how historians have used the diary to map out the events of the Fire. Through science, children will learn about fire safety and the fire triangle. As part of Design Technology, children will explore transporting water and fire engines. At the end of the project, children will explore what has been learnt from the Great Fire and how respect for fire has changed.			Key Texts: <ul style="list-style-type: none"> Toby and the Great Fire of London 	
History/ Geography				
NC Links	Knowledge		Skills	
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Significant historical events 	<ul style="list-style-type: none"> In 1666 houses were made from wood and straw and built close together How fires can start and be ended. The fire began in a bakery in Pudding Lane The Great Fire of London happened 2nd - 5th September in 1666. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. Fight fires during this time, people would have used leather buckets, metal hooks and water squirts. Samuel Pepys wrote about it in his diary <p>OL: - OL Can I understand what London was like in 1666?</p>		<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Use dates where appropriate. Place events and artefacts in order on a timeline. Observe and handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictured, stories, online sources, databases including primary resources to find out about the past. 	

	<p>OL Can I understand how the great fire of London are started and spread? OL Can I explain how the great fire of London was stopped? OL: Can I find out how firefighters have changed over time? OL Can I explain how we know the Great Fire of London happened? (Samuel Pepys) OL Can I compare what houses were built before and after the fire? How did respect for fire change life after the Great Fire of London?</p>	<ul style="list-style-type: none"> Show an understanding of how a significant historical event changed how people live today
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English

<p>Writing Focus Non Fiction Letter Purpose and Audience: To inform the reader of an event Cold Write: Write a letter to a friend WAGOLL: Toby's letter Hot Write: Change to a different event. (GDs diary)</p> <p>Writing Focus Fiction Warning story Purpose and Audience: To entertain the reader and provide a moral. Cold Write: Write a letter to a friend WAGOLL: Toby's letter Hot Write: Change to a different event.</p>	<p>Short Bursts Non-Fiction: Descriptive setting (adjectives and similes) Fire poem (adjectives)</p> <p>Short Bursts Fiction: Fire safety leaflet (subordination) Character profile (adjectives and similes)</p>
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NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p>Reading</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Consolidating Year 1 skills. Using capital letters to start sentences and for proper nouns and personal pronoun I Using 'and' to join words and clauses. 	<p>Punctuation</p> <ul style="list-style-type: none"> Recap capital letters and full stops to demarcate a sentence (including upper and lower case letters) Finger spacing is accurate and words written on the line Question marks used accurately

<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related <p>GPS</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones <p>Plan and write: Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Evaluate and edit: Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	<ul style="list-style-type: none"> • Exclamation marks to demarcate sentences. • Using commas in a lists • Using expanded noun phrases to describe 	<p>Composition</p> <ul style="list-style-type: none"> • Create descriptions that reflect locations • Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid • Plan opening around character(s), setting, time of day and type of weather • Understanding 5 parts to a story with more complex vocabulary • Opening e.g. In a land far away.... One cold but bright morning..... • Build-up e.g. Later that day • Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, • Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.
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Speaking & Listening

Speaking & Listening

- tell real and imagined stories using the conventions of familiar story language
- listen to others in class, ask relevant questions and follow instructions
- listen to talk by an adult, remember some specific points and identify what they have learned
- present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class

Debating

- ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement
- work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on
- listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

Spelling & Phonics

NC Links

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)

Knowledge


- Phonics
See phonics progression map
- Spelling
- Homophones
 - Phase 5 words
 - Polysyllabic words
 - Common exception words
 - 'ai' spelt I such as kind, mind, behind

Skills

- Knowing set 1, 2 and 3 sounds.
- Alternative pronunciations
- Segmenting
- Blending
- Highlighting
- Using spelling journey
- Sound mat
- Proof reading

<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		
Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Know how correctly form capital letters Know how to form single letters in cursive 	<ul style="list-style-type: none"> Write single letters in cursive Write capital letters in correct orientation

Design & Technology		
NC Links	Knowledge	Skills
<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Focus: Wheels and Axles</p> <ul style="list-style-type: none"> Know what fire engines were like in the past and present Know that it is important to design before constructing. Know what a design brief is and how it influences our design. Know how different materials can be manipulated and used for certain purposes. 	<ul style="list-style-type: none"> Be able to find key features on existing designs of fire engines. Compare fire engines from the past and present Be able to design a fire engine and give labels thinking about the materials that could be used. Be able to select materials appropriate for use Be able to use and select tools appropriate for the purpose. Evaluate how well the make has gone and whether it fits the brief.

<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Know how to use a range of equipment such as: scissors, glue, saws. Know that evaluating is an important thought process that helps us see the positives and things we could change. <p>OL: Can I explore how the Great Fire of London was put out?</p> <p>OL: Can I compare fire engines of the past and present?</p> <p>OL: Can I understand what a design brief is and how I can use it to design my fire engine?</p> <p>OL: Can I make my fire engine?</p> <p>OL: Can I evaluate my fire engine?</p>	<p>More Able:</p> <ul style="list-style-type: none"> Chn to explore how we could make the fire engine move. Chn to begin to explore pulleys and engines in a simplified way. 
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Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Focus: Colour</p> <ul style="list-style-type: none"> Know what a primary, secondary and tertiary colour is Know what tone is Know that colours can represent mood Know who Henri Matisse is Know how to use colour to reflect an event <p>OL: Can I create a colour wheel?</p> <p>OL: Can I explain what tone is?</p> <p>OL: Can I explore how colours represent moods?</p>	<ul style="list-style-type: none"> Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Can make the colour wheel Express a mood through colour

OL: Can I explore the work of Henri Matisse?
OL: Can I use colour to reflect the Great Fire of London?

Science

<p>Enquiry Questions:</p> <p>What materials do we use every day? Where do different materials come from? How are materials suited for their jobs?</p>	<p>Key Vocabulary:</p> <p>Material, Properties, Absorbent, Brittle, Flexible, Man-made, Natural, Opaque, Recycle</p>
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NC Links

Knowledge

Skills

Work scientifically by:

- Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

- 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.
- Know that materials can be sorted by their properties.

OL: Can I explore what I already know about materials?

OL: Can I sort materials?

OL: Can I identify the properties of different materials?

OL: Can I match materials to suitable purposes?

OL: Can I say how I can manipulate materials?

OL: Can I make my own material monster made from recycled products?

- Conduct simple experiments
- Observe carefully
- Identify and classify
- Sort materials into groups based on their categories
- Select appropriate materials for certain purposes.

Music

<p>Termly Focus:</p>	<p>Instrument focus: Chime Bars</p> <p>Play London's burning</p>	<p>Key Vocabulary:</p> <p>Note, beater, bar, pitch, noise, note, pattern, rhythm, phrases, melody, tune, symbols, signs, cue, pitch, duration, dynamics, sequence, pattern, graphic notation.</p>
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NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Know that each chime bar is a different note. • Know that each note is at a different pitch depending on the size of the bar • Know that notes can be combined together to make pieces of music • Know what a beat and rhythm are • Know that London's burning as based on The Great Fire of London. <p>https://downloads.bbc.co.uk/schoolradio/pdfs/music_ks1/history_famous_people.pdf</p> <p>D - D G - G London's burning, D - D G - G London's burning, A A B - B Fetch the engines, A A B - B Fetch the engines, ^D ^D ^D ^D Fire fire, Fire Fire! ^D ^C B - B Pour on water, ^D ^C B - B Pour on water!</p> <p>OL: Can I explore the notes on a chime bar? OL: Can I learn the London Burning song?</p>	<ul style="list-style-type: none"> • Can explore rhythmic patterns when given phrases or time values to work with. • Can create simple clapped or played patterns. • Can explore freely or within the confines of a given remit e.g. a high piece or piece that moves by step or skip • Children pick out tunes by ear, encouraging aural awareness. • They follow signs and symbols • They begin to use two hands when playing • They respond to changing tempi and start to play together in large groups/as a class • Follow pictorial cues and puppets to show changes in pitch, duration and dynamics • They start to use graphic notation to mark down ideas in a sequence, in a pattern or in a combination of sounds. • They use simple graphic representation of H/L and H/M/L sounds to notate their ideas and play those of other children

OL: Can I learn the notes to London's Burning on a chime bar?
OL: Can I perform my piece to an audience?

Computing –		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Focus: Computer systems and networks</p> <ul style="list-style-type: none"> Know what information technology (IT) is Know how IT can help at home and at school Know how we use IT in different places Know that information technology can be used in shops and other places Know how to be safe with information technology <p>OL: Can I say what information technology is? OL: Can I spot what information technology I use at home? OL: Can I spot what information technology I use in the world? OL: Can I say how It improves our world? OL: Can I demonstrate how to use IT safely? OL: Can I use information technology responsibly?</p>	<ul style="list-style-type: none"> Recognise the uses and features of information technology Identify information technology in the home Identify information technology beyond school Explain how information technology benefits us Show how to use information technology safely Recognise that choices are made when using information technology
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>Focus: Christianity - What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <ul style="list-style-type: none"> Know that being kind is important Know how we can be kind to others Know that being unkind makes people feel sad and upset Know that being kind makes people feel happy 	<ul style="list-style-type: none"> Explain how we can be kind to others Explain my personal experiences of being kind or someone being kind to me. Demonstrate how to be kind Retell bible stories Reflect on my behaviour towards others.

	<ul style="list-style-type: none"> • Know the story of the Good Samaritan • Know the story of the paralysed man • Know how Christians are kind to others <p>OL: Can I explore if it is easy to be kind even in difficult circumstances? OL: Can I retell the story of the Good Samaritan? OL: Can I retell the story of the paralysed man? OL: Can I act out my own kindness story? OL: Can I explore how Christians are kind? OL: Can I be a good friend?</p>	
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PSHE		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p><u>Focus:</u> - Being me in my world</p> <ul style="list-style-type: none"> • What my rights and responsibilities are in the classroom • Know what hopes and fears are • Know that good choices lead to rewards, wrong choices lead to consequences. • Know how I can make my class safe for everyone • Know our rewards and consequences at Great Linford Primary School <p>OL: Can I recognise when I feel worried and who to ask for help? OL: Can I explain how to make the class a safe and welcoming place? OL: Can I create a learning charter?</p>	<ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • Try to make our school community a better place • Think about everyone's right to learn • I can help to make my class a safe and fair place • Care about other people's feelings • I can listen to other people and contribute my own ideas about rewards and consequences • I can help make my class a safe and fair place • I can recognise the choices I make and understand the consequences

	<p>OL: Can I understand what consequences and rewards are?</p> <p>OL: Can I understanding how following the learning charter can help me learn?</p> <p>OL: Can I recognise that the choice I make can lead to consequences?</p>	
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PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns To explore travelling and pathways showing control, change of levels/ speed/direction, unison, meet and part, and canon. 	<p>Indoor Focus: Dance- Great Fire of London Dance</p> <ul style="list-style-type: none"> Develop understanding of The Great Fire of London Know how to make big and small shapes using my body Know how I can link movements together using transitions Know why warm ups and cool downs are important Know why the dynamics of the dance need to change to reflect the music <p>OL: Can I make movements to represent candles and fire?</p> <p>OL: Can I link movements together with imagination and control?</p> <p>OL: Can I perform movements to represent fire at the start?</p> <p>OL: Can I create a range of movements that build up with the music?</p> <p>OL: Can I link my movements together?</p>	<ul style="list-style-type: none"> Copy and develop actions that represent candles and fire Combine actions to make a short movement phrase Combine movements to make a short motif representing candles and fire Be able to observe and give constructive feedback Create movements representing the start of the fire Combine movements to create a dance from start to end Respond imaginatively to a stimuli

OL: Can I perform my whole dance showing the timeline of the Great Fire of London?

Outdoor Focus:

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems 	<p><u>Focus: Week 1-3 Place value</u></p> <ul style="list-style-type: none"> Know numbers up to 100 Know that numbers can be partitioned into tens and ones Know that numbers can be written in words and numerals Know that numbers can be represented in different ways 	<ul style="list-style-type: none"> Count forwards and backwards to 20 Recognise tens and ones within 20 Count forwards and backwards within 50 Recognise tens and ones within 50 Compare numbers within 50 Count objects up to 100 Read and write numbers in numerals and words Represent numbers to 100 Use a part part whole model Use tens and ones in addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2's Count in 5's Count in 10's Count in 3's
<ul style="list-style-type: none"> Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 	<p><u>Focus: Week 4- 8 Number: Addition and subtraction</u></p> <ul style="list-style-type: none"> Know that fact families help us with addition and subtraction Know that related facts are helpful in calculations Know that I need to check my calculations Know that tens and ones are important in addition and subtraction especially when using the column method. 	<ul style="list-style-type: none"> Can find fact families within 20 Can check calculations Compare number sentences Find related facts Find number bonds to 100 (tens) Add and subtract 1's Add by making 10

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

- Find 10 more or 10 less
- Add and subtract 10's
- Add by making 10
- Add a 2 digit number and 1 digit number crossing ten
- Subtract crossing 10
- Subtract 1 digit from a 2 digit crossing tens
- Add two 2 digit numbers – not crossing
- Add two 2 digit numbers – crossing
- Subtract a 2 digit number from a 2 digit number not crossing
- Subtract a 2 digit number from a 2 digit number crossing
- Find and make number bonds
- Bonds to 100 (tens and ones)
- Add three 1 digit numbers