

## English

- Non- Fiction- Newspaper articles reporting on the great fire.
- Eye witness accounts- Record on iPads
- Diary- Writing in first person as though they were experiencing the great fire- Could include people in boats on the river, the flames spreading, the direction the fire is spreading etc. the fire happened over several days, what happened each day?
- Instructional writing- Fire drill routines
- Biography- Samuel Pepys
- Play script- Write and perform play including all key events of the great fire
- Non - Chronological report- The great fire
- Postcards – Get the children to imagine they have gone to London for a holiday and they are going to write a postcard back home to tell their families and friends what they have been up to. They can either imagine they have gone to modern London or they were visiting London at the time that the fire broke out.
- Performance poetry- Can the children express emotion? Think carefully about tone of voice, facial expressions and body language.



## Year 2 Curriculum Links Spring 1

# London's Burning

### Enrichment:

Theatre Company – Samuel Pepys

### Immersion:

Replica London's Burning in Forest school – Narration from adults

## Mathematics

- Shape- 3D shape buildings- Houses of Parliament, Big Ben, Buckingham Palace, Tower of London- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Money- Bread shop- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value- Find different combinations of coins that equal the same amounts of money- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Use place value and number facts to solve problems- Link questions to fire of London theme
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity- Bread tasting

## Geography

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Art & Design

- 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.

## PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## SMSC

- Cultural –London- Looking at Royal family, houses of parliament, landmarks etc.
- Social- Fire Safety- Role of the fire brigade

## RE

- Theme: Passover
- Key Question: How important is it for Jewish people to do what God asks them to do?
- Religion: Judaism

## Science

### Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

### Animals including Humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Use of everyday materials

- 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.

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## DT

### Design

- 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

### Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## History

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- 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.