

History: Famous People and The Great Fire of London

Essentials for this subject

- Look at a wider range of artefacts
- Answer questions: What was it like? How long ago? What happened?
- Describe a historical event
- Describe significant people from the past and their actions
- Place main events / artefacts on a timeline and label – using dates
- Describe the passing of time using words e.g. recently, a long time ago
- Understanding concept of democracy (voting), monarchy (kings / queen), nations (events like bonfire, remembrance)



OUTCOMES

Radio broadcast using microphones reporting from the scene of the Great Fire of London

Class book: famous people biographies

Art gallery of work

TRIPS / EVENTS / VISITORS / HOOKS

Black History month

Make Tudor houses

Visit from fire brigade

Theatre trip

LINKED READING (BOOKS)

The Great Fire of London (Historical Storybooks) By Jill Atkins

Hopscotch Histories: Toby and The Great Fire Of London: Margaret Nash

Beginning history series

Biographies of famous people

LINKED WRITING

Diary writing: Samuel Pepys

Newspaper report: Great Fire of London

Persuasive writing: Gunpowder plot, Remembrance Day, brushing teeth, healthy eating

Wanted poster: Great Fire of London, Gunpowder Plot

Biographies: famous people

Letters, poems

Instructions: healthy eating, hygiene, art and DT

Science: Animals, including humans

Essentials for this subject

- Notice that animals, including humans, have offspring which grow into adults
- Match offspring to the adult
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Know humans are animals
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Balanced plate, food groups, teeth cleaning, washing.

YEAR 2
Autumn 2015
Fame, Fire and Fortune
(History)

PSHE / SEAL / SRE

Essentials

- Understand democracy and voting
- Decide upon class rules/charter
- Understand Orchard Child characteristics
- Friendship making skills
- Playground games (co-operation, sharing, compromise)

Art

Essentials



PE



*Gym:

(Jumping Jacks, Shape up, Hold and Control, Steady as a Rock)

To hold a position while balancing using different parts of the body.

To climb safely on apparatus & other equipment.

To jump & land safely with increasing control & balance.

*Games:

- To understand the term opponent.
- Start to understand the rules of a taught game.

*Dance: Machines and The Great Fire of London

To link three/ more sequences together to produce a dance.

To choose an appropriate movement to communicate a mood, feeling or an idea.

Computing

Essentials

- To be able to use word processing to amend and save text (space bar, back space, enter, shift, arrows including insert, delete, highlighting text, **B**, U, *I*)
- Understanding online risks and the age rules



Mathematics

Any cross curricular links

- Ordering dates and years/understanding the concept of time.
- Measuring – DT
- Keeping score- PE
- 3d shapes -Art
- Data handling – favourite food
- Ordering number to 100
- Addition and Subtraction
- Learn 2, 5 and 10 times tables



Music



Essentials

- **The long and short of it**
- Make and control long and short sounds, using voice and instruments.
- Choose sounds to create an effect.
- **Sounds Interesting**
- Sequence sounds to create an effect.
- Identify and describe different sounds

Design Technology

Essentials

Puppets

- Measure and mark to the nearest cm
- Shape textiles using templates.
- Join textiles using the running stitch.
- Make products, refining the design as work progresses
- Explore objects and designs to identify likes and dislikes of the designs
- Suggest improvements to existing designs
- Explore how products have been created

Reminders/Celebrations/Projects

Black History month: Nelson Mandela, Mary Seacole
Remembrance Day

Diwali

Christmas

Eid al-Adha

