



## Year 2 Medium Term Plan – Spring 1 – Great Fire Of London



2024-2025

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| Term  | Spring   |   |   |
| Key text  |  |   |   |
| Key Vocabulary                                      | Past, present,17 <sup>th</sup> Century, artefacts, sources |   |   |
| Key thread through topic (history/geography)        | Learning about the Great Fire of London                    |   |   |
| Topic curriculum coverage and content               |  |   |   |
| Key Learning Ideas                                  | Subject covered within learning                            | Curriculum content covered within learning  | What will this look like when it’s achieved?  |
| 1. WALT: recognise how things change over time.     | History  | Identify similarities and differences between ways of life in different periods.  | - The children will know the differences between London now and then                |
| 2. Identify similarities and differences            |  | Describe some simple similarities and differences between artefacts.  | - Compare artefacts from then and now   |
| 3. WALT: place key events in chronological order    |  | Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events<br><br>Place known events in chronological order | - The children will be able to order the timeline of events of the GFOL             |
| 4. WALT: research historical events                 |  | Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.  | - Understand sources of research  |
| 5. WALT: Research the results of the fire.          |  | Relate his/her own account of an event and understand that others may give a different version  | - Explain how London changed  |
| 6. WALT : What have we learnt about the great fire? |  | Describe events beyond living memory that are significant nationally or globally  | - The children will create a poster about fire safety in London at the time of GFOL |
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| <b>Lesson WALT</b>  | <b>Subject covered</b> | <b>Curriculum content covered within unit</b>  | <b>What will this look like when it's achieved?</b>   |
| WALT: Explore a variety of materials (HOOK lesson) through STEM challenges. | Science                | <u>Uses of Everyday Materials</u><br>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.<br><br>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for writing to particular uses.<br><br>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br><br>Science investigations should group and sort, look for patterns and consider fair tests.<br><br>Perform simple tests including comparative tests.<br><br><u>Key Vocabulary</u><br>Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil<br>Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky<br>Verbs associated with materials: crumble, squash, bend, stretch, twist<br>Senses: touch, see, hear, smell and taste | The children will begin to name a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper/cardboard.<br><br>They will be able to explore materials and their suitability in a range of STEM challenges. |
| WALT: Identify a variety of everyday materials.                             |                        |  | The children will be able to identify and describe everyday materials.  |
| WALT: Distinguish between an object and the material it is made from.       |                        |  | The children will be able to identify a variety of everyday items and the material from which it is made.   |
| WALT: Investigate the properties of different materials.                    |                        |  | The children will be able to identify the best material to make a house by comparing different materials.   |
| WALT: Decide which material is more suitable.                               |                        |  | The children will be able to identify the best material to protect an egg from breaking when dropped.   |
| WALT: Investigate the properties of different materials.                    |                        |  | The children will be able to identify different materials that we can change by squashing, bending, twisting, and stretching.   |
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| <b>WALT</b>   | <b>RE</b>              |  |   |
| Retrieval   |                        | BEP RE curriculum  | Five fingers of faith children understand <ul style="list-style-type: none"> <li>- Christians believe in God.</li> <li>- Their holy book is the bible.</li> <li>- They worship in a church.</li> </ul>                                  |

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|  |  | <ul style="list-style-type: none"> <li>- The cross is an important symbol to Christians.</li> </ul>  |
| To understand why the symbol of the cross is important to Christians |  | <ul style="list-style-type: none"> <li>- Know that the cross is a symbol of Christianity</li> <li>- Jesus died on the cross.</li> <li>- The cross is seen as a symbol of God's love.</li> </ul>  |
| To describe ceremonies that happen in a church                       |  | <ul style="list-style-type: none"> <li>- People can be married in a church.</li> <li>- A vicar performs the ceremony.</li> <li>- People make vows to each other.</li> <li>- People can be christened in a church.</li> <li>- There is a font and some holy water is put on the person's forehead.</li> </ul> |
| To become familiar with stories of the bible.                        |  | <p>Know the story of Jonah and the Whale.</p> <p>-This story teaches forgiveness and the importance of saying sorry</p>  |
| To describe some ceremonies that happen in a church                  |  | <ul style="list-style-type: none"> <li>- People can be married in a church.</li> <li>- People can be christened in a church.</li> <li>- Funerals can be held in a church. This service takes place when someone has died</li> </ul>  |
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| Understand why Christians have advent.   |      |   | <ul style="list-style-type: none"> <li>- Advent is the start of the Christian year.</li> <li>- It is a time for Christians to prepare for the celebration of the birth of Jesus.</li> <li>- Advent is the four weeks before Christmas. Starts 30<sup>th</sup> November.</li> <li>- Advent lasts until midnight on Christmas Eve.</li> <li>- Churches display an Advent wreath during Advent.</li> <li>- There are four candles standing in the circle. In the centre, there is a fifth candle.</li> </ul> |
| WALT: Identify their special people (family, friends and carers), what makes them special and how special people should care for one another.<br>WALT: To identify and respect the differences and similarities between people (homes) | PHSE | <u>One world</u><br><br>explore family life in different countries and say how it is the same as ours and how it is different<br><br>Discuss homes and home life from around the world and say how they are the same as ours and how they are different<br><br>Explain what it is like to go to school in other countries and say how it is the same as or different from our school Explore places where people live which are different from where we live<br><br>Think about how people use things from the earth and what problems this can cause<br><br>Say why it is important to care for the earth and identify how we can help protect it. | I can explore family life in different countries and say how it is the same as mine and how it is different.  |
| WALT: To identify and respect the differences and similarities between people. (Schools)   |      |   | <ul style="list-style-type: none"> <li>- I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</li> <li>- I can explain what it is like to go to school in other countries and say how it is the same as or different from my school</li> </ul>   |
| To identify and respect the differences and similarities between people. (environments)  |      |   | <ul style="list-style-type: none"> <li>- I can explore places where people live which are different from where I live</li> </ul>  |
| To understand what improves and harms their local, natural and built environments and develop  |      |   | <ul style="list-style-type: none"> <li>- I can think about how people use things from the earth and what problems this can cause.</li> </ul>  |

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| strategies and skills needed to care for these (including conserving energy)             |     |  |  |
| WALT: learn the names for body parts   |     | <u>Growing up</u><br><br>Name the main parts of boys' and girls' bodies<br><br>Understand how to respect our own and other people's bodies<br><br>Understand that we are all different and different people like different things<br><br>Describe how we have changed since we were a baby<br><br>Describe how we will change as we get older<br><br>Describe things that might change in a person's life and how it might make them feel. | - I can name the main parts of boys' and girls' bodies.                              |
| WALT: understand the people's bodies and feelings can be hurt                            |     |  | - I understand how to respect my own and other people's bodies.                      |
| WALT: learn ways in which we are unique  |     |  | - I understand that we are all different and different people like different things. |
| WALT: learn about the process of growing young to old                                    |     |  | - I can describe how I have changed since I was a baby.                              |
| WALT: learn about the process of growing from young to old and how people's needs change |     |  | - I can describe how I will change as I get older                                    |
|  | Art | <u>(Pudding lane collage)</u><br><br>Create collages and by <i>folding, crumpling and tearing as well as cutting and becoming more accurate in this</i><br><u>Mixed media art inspired by Anselm Kiefer</u>  | -  |
| WALT:<br><br>Understand mixed media  |     | Study artwork by Kiefer's paintings of fire and destruction. Discuss media and its uses/effect.  | - Recognise Kiefer's artwork<br>- Describe various media used and their effect.      |

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| choose media  |    | Choose resources to suit the desired effect  | - Explain own choices of media and resources  |
| Design and plan layout  |    | Plan the layout of artwork   | - Explain choices and reasons for design/layout in order to create a desired effect |
| Combine mixed media   |    | Follow instructions in order to successfully integrate mixed media   | - Explain processes for using various media   |
| Give feedback   |    | Respectfully share our opinions on the artwork of others   | - Understand how to respectfully discuss opinions about the work of other people    |
|   | DT | <p><u>Cooking:</u></p> <p><u>Bread from Thomas Farriner's bakery on Pudding Lane</u></p> <p>Describe the importance of a varied diet</p> <p>Say whether food comes from an animal, underground, on a tree etc. and begin to understand the food groups</p> <p><i>Weigh and mix food with support</i></p> | - Write instructions in order to mix and bake bread safely                          |
| For computing we use the Kapow computing scheme – this term's lessons will teach the children about programming and online safety |    |  |   |
| Part of our P.E. will be taught by a school sports coach this term – They will deliver gymnastics.                                |    |  |   |