

Year group: 2 Term: Autumn 1

Focus Subject: History

**BIG Question: What caused the Great Fire of London?**

**Do the consequences of it still impact us today?**



**Key Vocabulary:**

17<sup>th</sup> Century, Britain, London, capital city, River Thames, St Paul's Cathedral, Samuel Pepys, King Charles, Pudding Lane, monument, diary, past, present, fire, old, modern, fire fighter.

**Art: As artists, we will:**

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
- to know 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.

**RE: as theologians, we will:**

**Knowledge and Understanding learning about:**

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

**Engagement and response learning from:**

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings

**History: As historians, we will:**

Use different sources of information to discover what happened to London during the fire of 1666.

**Substantive Knowledge**

- In London in the 1660s, life was different and the **Great Plague** was disrupting people's lives
- **Samuel Pepys'** diary tells us that London in the 1660s was dirty and busy, and was locked down because of the Great Plague
- The **Great Fire of London** started in a bakery in **Pudding Lane**
- The Great Fire of London spread quickly because houses were built close together, were made out of **flammable** materials, and there was no **fire service** to help put it out
- People used buckets of water from the **river Thames** to eventually put out the fire
- After the Great Fire of London, **building regulations** were introduced, a **fire service** was established, and parts of the city were rebuilt with **better hygiene**
- There is a **monument** to the Great Fire of London standing in London today

**Disciplinary Knowledge:**

- **Historical significance:** Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today
- **Causation:** Things happen as a result of causes. Some things have lots of causes

**Practise at Home:**

Timetables Rockstars  
Space Jam  
Spelling Shed – weekly spellings

**As Musicians, we will:**

In this unit, the Musical Spotlight is 'Exploring Simple Patterns'. You will be thinking and learning about all the Foundational Elements of Music with a focus on simple patterns in music, while working implicitly with all the other elements of music as you go through the steps of the unit. The children will be clapping, playing back and creating their own simple patterns in the 'Understanding Music', improvisation and composition activities. The more you get to know music and how it works, the more you realise how important patterns are within it. Music is full of patterns. Those patterns can be found in the Foundational Elements of Music, such as repeated rhythmic ideas, basslines or melodies; or they can be structural, such as a chorus that keeps coming back. There are many other ways patterns play a role in music!

**Science: As scientists, we will:**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.



**Maths: As mathematicians, we will**

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.

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

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 the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

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

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Fire safety talk from the Fire Brigade.

**PE: As athletes, we will:**

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

**English: As readers and writers, we will:**

Diary Writing – Samuel Pepys

Narrative – Vlad and the Great Fire of London

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- 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
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

**Computing: As programmers, we will**

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.