

<b>Essential Question:</b> What can Paddington Bear see in London?	<b>Year 2: Spring Term</b>	<b>Visit:</b> Great Fire of London – History workshop Fire Brigade visit
<b>Community Links:</b> Linked to the Enterprise we will create posters promoting fire safety awareness to be displayed in local shops.	<b>Enterprise Activity (C: Global): Fire Safety Awareness Campaign</b>	<b>Paddington in London</b> 
<b>Key Outcomes</b>	<b>Key Outcomes</b>	<b>Key Outcomes</b>
<p><b>Reading</b>  <b>Children will focus their Reading this term on:</b>            A Bear called Paddington Michael Bond,            Vlad and The Great Fire of London- Kate Cunningham            The Queen's Hat            Katie in London</p> <p><b>They will also cover different text types:</b>            Non fiction - Great Fire of London            Poetry – Great Fire of London</p>	<p><b>Writing</b>            Children will develop their writing through the following genres:  <b>Instructions</b> - Children will be writing instructions on how to make a sandwich  <b>Letter writing</b> – Children will write a letter from Paddington to his family, while visiting London  <b>Diaries</b>: Children will write an extract from the diary of Samuel Pepys  <b>Stories to mimic significant author:</b> Children will write in the style of Michael Bond, Paddington Bear Stories  <b>Glossaries</b> – Children will create glossaries using vocabulary linked to the science topic.</p>	<p><b>Maths</b>  <b>Children will develop their skills in:</b>            Multiplication            Division            Fractions            Geometry            Time            Addition and Subtraction</p>
<p><b>Displays</b>            Maths            Writing            Computing</p>	<p><b>SMART Values/ Character Education</b>  <b>The focus this term is AMBITIOUS and RESILIENT</b>  <b>Ambitious-</b> chn will be ambitious in their enterprise initiative ensuring their Fire Safety Awareness Campaign is successfully heard by Y 1  <b>Resilient</b> – Chn will develop their resilience by challenging themselves in different areas of learning and not being afraid to fail</p>	<p><b>PE</b>            Dance  <b>Net games/Skills</b></p> <p><b>Key Texts for Topic</b>            Non Fiction Books about the great fire of London and Samuel Pepys            A Bear called Paddington Michael Bond, Vlad and The Great Fire of London- Kate Cunningham            The Queen's Hat            Katie in London</p>
<p><b>Science</b>  <b>Uses of everyday materials</b>  <u><b>Can you bend metal?</b></u>            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</p>	<p><b>History</b>  <b>Events beyond living memory -The Great Fire of London 1666</b>            Pupils will develop their historical thinking skills by recognising why the Great Fire of London occurred, why it spread so quickly, who was affected by the fire and how this event changed London.            Pupils will compare and contrast from extracts from the</p>	<p><b>Computing</b>  <u><b>Coding using Bee Bots C1, C2, C3</b></u>            Children will be using the Bee Bots. They will be introduced to the term algorithms and understand that they are a precise set of instructions and that programs execute by following them. They will use logical reasoning to predict where the Bee Bots will end up by following given algorithms. Children will then create and debug their own simple programs to navigate the Bee Bots to given points on a giant map.  <u><b>Online Safety ( Unit 1.1 ) C6</b></u>            This unit focuses on online safety and builds on the knowledge from year 1 ( 1.1 )</p>

<p><b><u>Geography</u></b></p> <p>Pupils will build on their previous knowledge of Hull and England in Great Britain and use maps and globes to locate the UK and London. They will 'zoom in' to study London as a capital city of England.</p> <p>They will explain the purpose of a capital city and form opinions on how this affects population size. Pupils will learn that maps can be used to plot a route between 2 locations and plot their own routes between landmarks in London.</p>	<p>diary of Samuel Pepys and the changes in life in London from 1600's to today. They will focus on the changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.</p> <p>Pupils will order events from the Great Fire of London from Samuel Pepys's diary and begin to develop their understanding a century as 100 years. They will choose and use parts of stories and other resources to show their understanding.</p>	<p>Children will learn how to refine searches using the Search tool and how to share work electronically using the display boards. They will acquire some knowledge and understanding about sharing work on Purple Mash and the Internet. They will use 2Email to write to 2Respond characters and understand how we talk to others when they aren't there in front of us.</p>
<p><b><u>Music</u></b></p> <p>Children to develop composition skills using graphic notation based journeys. Use of instruments and movement to help with composition and making sure children are including knowledge of pitch, rhythm, pulse etc. Children will perform their compositions to other children in the class.</p> <p><b>Reflect, Rewind and Replay</b></p> <p>(Western Classical Music) Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Children will create a timeline as their outcome for this term.</p>	<p><b><u>RE Belonging (2:1)</u></b></p> <p>This unit builds directly and extends children's learning from the previous Unit 1.3 Worship and festivals with elements of Unit 1.1 Looking at me, looking at you about rites of passage. Teaching will focus on belonging to a faith and encourage children to consider personal relationships among family, friends and in school life</p> <p>*what makes a family and what it means to belong</p> <p>*life within a Christian and a Jewish family, the distinctive pattern of Christian and Jewish life and what it means to believe and to belong, especially at times of festival</p> <p>*shared values influencing rules for family, school, friendship and faith groups (Christian and Jewish), including the importance of keeping promises</p> <p>*reflective responses and feelings about belonging to groups at school and home.</p>	<p><b><u>DT</u></b></p> <p><b>Food: Design and Make a Healthy Sandwich</b></p> <p>Pupils will begin by developing a food vocabulary using taste, smell, touch and texture. Teaching will focus on understanding the basic principles of a healthy diet and pupils will design and prepare a healthy sandwich based on design criteria. Pupils will select ingredients and explain why ingredients were chosen. They will grate and chop a range of ingredients, measure and weigh food items using non-statutory measures. Pupils will demonstrate how to work safely and hygienically and finally, discuss how closely their finished product meets their design criteria.</p> <p><b><u>Art</u></b></p> <p><b>Printing</b></p> <p>Pupils will create an individual print of the Great Fire of London in the style of Paul Klee. The blocks will represent the buildings in London. Pupils will experiment with creating a repeating pattern.</p>