


<b>Essential Question:</b> <b>What can Paddington Bear see in London?</b> <b>Statement: Panic in Pudding Lane.</b>	<b>Year 2: Spring Term</b>	<b>Visit:</b> <b>Great Fire of London – History workshop</b> <b>Fire Brigade visit</b>
<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>Key Outcomes</b>	<b>Key Outcomes</b>	<b>Key Outcomes</b>
<p><b>Reading</b></p> <p><b><u>A Bear called Paddington by Michael Bond</u></b>            Children will study this fictional text about a bear from Peru who travels to London exposing them to themes such as risk taking. They will sequence the key events in the story and identify the key fictional features.</p> <p><b><u>The Queen’s Hat by Steve Antony</u></b>            Children will use this book to learn about the different landmarks in London. Children will think about the different settings and discuss the author’s use of vocabulary. Themes such as resilience will be explored throughout this text.</p> <p><b><u>Katie in London by James Mayhew</u></b>            Children will use this fictional text to enhance their inference skills through studying how different characters feel throughout the story. Ambition will be a key theme discussed within the text.</p>	<p><b>Writing</b></p> <p><b><u>Instructions</u></b>            Children will write their own set of instructions to make a healthy sandwich for Paddington Bear</p> <p><b><u>Letter writing</u></b>            Children will receive a letter from Paddington Bear and they will plan and write a reply to him, referencing what they have learnt about London.</p> <p><b><u>Diaries</u></b>            Taking inspiration from the diary of Samuel Pepys, the children will plan and write their own diary entry, imagining that they have experienced the Great Fire of London.</p> <p><b><u>Stories to mimic a significant author</u></b> - Children will plan and write their own version of the story <i>Katie in London</i> in the style of James Mayhew.</p> <p><b><u>Glossaries</u></b>            Children will study the features of glossaries in a variety of texts They will create their own glossary using vocabulary linked to London landmarks featured in the reading texts.</p>	<p><b>Maths</b></p> <p><b><u>Division</u></b>            Children will divide into 2s, 5s, and 10s to solve problems.</p> <p><b><u>Fractions</u></b>            Children will recognise, find, name and write fractions for ½, 1/3, 1/4, 2/4, and 3 /4 of a length, shapes and quantities. They will recognise the equivalence of 2/4 and ½.</p> <p><b><u>Time</u></b>            Children will tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. They will learn the number of minutes in an hour and the number of hours in a day.</p> <p><b><u>Multiplication</u></b>            Children will count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. They will use multiplication facts for the 2s 5s and 10s times tables to solve problems and recognise odd and even numbers..</p> <p><b><u>Addition and Subtraction</u></b>  <b>Children</b> will solve problems using addition and subtraction. Children will add and subtract, with two-digit numbers. They will use the inverse operation to check calculations.</p>
<p><b>PSHE</b></p> <p><b><u>Dreams and Goals</u></b>            Children will explore their own goals to success, their strengths, learning with others to help solve problems, explore group challenges and celebrate their achievements.</p> <p><b><u>Healthy Me</u></b>            Children will understand the importance of being healthy, being relaxed, medicine safety, healthy eating and the ‘healthy me’ café</p>	<p><b>DT</b></p> <p><b><u>Food: Design and Make a Healthy Sandwich</u></b>            Children will discuss the basic principles of a healthy diet and they will design and prepare a healthy sandwich. They will select ingredients and explain why ingredients were chosen. They will grate and chop a range of ingredients, measure and weigh food items and demonstrate how to work safely and hygienically. They will discuss how closely their finished product meets their design criteria.</p>	<p><b>Science</b></p> <p><b><u>Uses of everyday materials - Which material would be suitable for a sandwich container?</u></b>            Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for a sandwich container.            Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

<p style="text-align: center;"><b><u>Music</u></b></p> <p>Children will develop composition skills using graphic notation-based on Paddington Bear’s journey from South America to London. They will use instruments and movement to help with composition and they will perform their compositions to other children in the class.</p> <p><b><u>Reflect, Rewind and Replay</u></b> (Western Classical Music) Children will think about the history of music in context, listen to some Western Classical music and place the music in the correct time frame. They will use basic musical vocabulary to describe a piece of music and talk about how it makes them feel. They will create a timeline as their outcome for this term.</p>	<p style="text-align: center;"><b><u>Art</u></b></p> <p><b><u>Printing</u></b> 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>	<p style="text-align: center;"><b><u>History</u></b></p> <p><b>Events beyond living memory -The Great Fire of London 1666</b> <b>How did the Great Fire change London?</b> <b><u>Cause and Consequences</u></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.</p> <p><b><u>Continuity and Change</u></b> Pupils will compare and contrast from extracts from the diary of Samuel Pepys and the changes in life in London from 1600’s to today. Pupils will order events from the Great Fire of London from Samuel Pepys’s diary.</p>
<p style="text-align: center;"><b><u>PE</u></b></p> <p><b><u>Dance</u></b> Children will copy and explore basic movements with clear control, to create a dance sequence that will be performed as a whole class.</p> <p><b><u>Netball</u></b> Children will be able to confidently send the ball to their peers, develop tactics and use these when taking part in games with their peers.</p> <p><b><u>Badminton</u></b> Children will use hand-eye coordination to hold a racket and control a shuttle. Children will work with a partner hitting a shuttle towards each other to take part in a rally.</p> <p><b><u>Basketball</u></b> Children will use hand-eye coordination to control a ball. They will practise catching, throwing and dribbling to use in a mini tournament.</p>	<p style="text-align: center;"><b><u>SMART Values / Character Education</u></b></p> <p><b><u>Ambitious</u></b> Children will continue to build their awareness of the importance of being <b>ambitious</b>. They will explore this virtue through the Jigsaw unit by identifying and sharing their own dreams, goals and successes. They will have the opportunity to hone their <b>social responsibilities</b> by having a part to play in society through their ‘Fire Awareness’ Global Enterprise campaign. In addition, they will use <b>enthusiasm</b> when they design and prepare a healthy sandwich which will reflect a healthy diet and generally aid well-being. <i>Children will identify their ambitions when discussing their future goals and dreams and they will demonstrate being ambitious through their DT work to produce a healthy sandwich and by the success of the Enterprise campaign.</i></p> <p><b><u>Resilient</u></b> Children will build on their understanding of <b>courage, bravery</b> and <b>resilience</b> through their study of Amy Johnson and her achievements. They will develop their own skills by taking <b>responsibility</b> for <b>self-managing</b> their behaviour towards others and by being <b>brave</b> in addressing and <b>resolving any conflicts</b> whilst working together in the Making Music unit in computing as well as during playtimes. Children will demonstrate <b>mutual respect</b> for others when taking part in auditions for the Year 2 performance. <i>Children will develop their resilience by challenging themselves in different areas of learning, and not being afraid to fail.</i></p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b><u>Coding using Bee Bots</u></b> Children will be using Bee Bots and be introduced to the term algorithms. 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.</p> <p><b><u>Online Safety</u></b> Children will learn how to refine searches using a search tool and how to share work electronically using 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 via email.</p> <p><b><u>Effective Browser Searching</u></b> Children will understand the terminology associated with searching, gain a better understanding of searching on the Internet and be able to use a website.</p>
<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>What is a capital city?</u></b> <b>Pupils will build on their previous knowledge of Hull and England in Great Britain and use <u>maps and globes</u> to locate the UK and London.</b> They will ‘zoom in’ to study London as a capital city of England. They will <b>explain the purpose</b> of a capital city and <b>form opinions</b> 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 style="text-align: center;"><b><u>Displays</u></b></p> <p><b><u>Maths</u></b> This display will demonstrate the children’s learning journey and their development of problem-solving and reasoning skills in fractions, linked to our topic.</p> <p><b><u>Writing</u></b> The display will showcase the children’s letter writing skills to Paddington Bear.</p> <p><b><u>Geography</u></b> This will exhibit map work and geographical information the children have learnt about the capital city of London</p>

