

Year 2	Spring Term	Visits: Great Fire of London – History workshop Fire Brigade visit	
 EASTFIELD PRIMARY SCHOOL			
Key Outcomes	Key Outcomes	Key Outcomes	
<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">Children will focus their reading this term on:</p> <p>Paddington at the Palace- Michael Bond Children will further develop their inference skills and discuss why it is important to obey the law. They will also Compare other similar texts and state which text they prefer and provide reasons for their opinion.</p> <p>Vlad and The Great Fire of London- Kate Cunningham Children will recognize how people showed resilience when they had lost everything and had to rebuild London, whilst learning more about the past. They will begin to develop skimming and scanning skills.</p> <p>The Queen’s Hat - Children will look at how the Queen and soldiers showed resilience when chasing her hat. They will discuss what they liked about the text and retell the story verbally.</p> <p>Katie in London - James Mayhew Children will increase their retrieval skills, sequence key events in the order in which they happened and expand their knowledge of London and draw upon personal experiences when commenting on the story.</p> <p>Non – fiction - The Great Fire of London Children will further develop their knowledge and use of non-fiction texts. The texts will also increase their knowledge of the historical event.</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Children will develop their writing through the following genres:</p> <p>Instructions Children will create a set of instructions linked to DT on how to make a healthy sandwich.</p> <p>Letter writing 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>Diaries 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>Stories to mimic significant author Children will plan and write their own version of the story <i>Katie in London</i> in the style of James Mayhew.</p> <p>Glossaries 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 style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Children will develop their skills in:</p> <p>Multiplication Calculate mathematical statements for multiplication tables and write them using the multiplication and equals (=) signs. Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts.</p> <p>Fractions Children will recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shapes set of objects and quantities.</p> <p>Geometry Identify and describe the properties of 3-D shapes, including the number of edges/sides, vertices and faces.</p> <p>Addition and Subtraction Children will apply their increasing knowledge of mental and written methods and they will recognise and use the inverse relationship between addition and subtraction to solve problems with addition and subtraction.</p>	
<p style="text-align: center;"><u>Enterprise Activity</u></p> <p>Moneywise (Financial Literacy) Pupils will develop the confidence, skills and knowledge they need to manage their money now and in the future. Pupils will build on their financial education through a</p>	<p style="text-align: center;"><u>SMART Values/ Character Education</u></p> <p style="text-align: center;">The focus this term is AMBITIOUS</p>	<p style="text-align: center;"><u>PSHE</u></p> <p><u>Dreams and Goals</u> Children will explore their own goals to success, their strengths, learning with others to help solve problems, explore</p>	<p style="text-align: center;"><u>Key Texts</u></p> <p>Non Fiction Books about the great fire of London and Samuel Pepys Paddington at the Palace - Michael Bond</p>

<p>range of financial literacy lessons teaching them how to look after and save their money. Pupils will also learn where money comes from and how money has been developed</p>	<p>Ambitious- Children will explore this virtue through the Jigsaw unit by identifying and sharing their own dreams, goals and successes.</p>	<p>group challenges and celebrate their achievements. Healthy Me Children will understand the importance of being healthy, being relaxed, medicine safety, healthy eating and the 'healthy me' café</p>	<p>Vlad and The Great Fire of London- Kate Cunningham The Queen's Hat Katie in London – James Mayhew</p>
<p>Science Uses of everyday materials As scientists, children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>History Events beyond living memory -The Great Fire of London 1666 As historians, children 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 diary of Samuel Pepys 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. They will compare the structure of power and law with London today. 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>PE Multi-skills Children will develop their ball passing skills, balancing techniques, attacking and defending skills and they will develop their understanding of tactics in sports. Badminton Children will continue to develop their skills by learning how to keep the racket closer to their body for more control and holding it in the forearm grip. They will improve their serving, striking, sending and receiving skills and they will progress to playing short games in pairs. Netball Children will improve the correct holding grip to deliver the chess pass, bou pass and the overhead pass with increasing control and accuracy. They will further develop their throwing and catching techniques and they will apply skills they learn in short games. Basketball Children further develop their skills by learning the 3 passes (chest, bounce overhead). They will further develop their throwing and catching skills and will apply the skills they learn in short games.</p>	
<p>Geography 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. 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>Music Charanga – Jane Sebba's recorder course As musicians pupils will learn from the beginning how to play the recorder using 3 notes learned over the course. They will learn how to hold the recorder properly, understand the main parts of the musical score and its related vocabulary. They will apply their knowledge of rhythm to play long and short sounds and will learn the names of different length notes. Children will perform to other children in the class.</p>	<p>RE Belonging (2:1) 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; what makes a family and what it means to belong; 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; shared values influencing rules for family, school, friendship and faith groups (Christian and Jewish), including</p>	<p>DT Food: Design and Make a Healthy Sandwich As design technologists 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>	

Commented [KB1]: There is no PSHE on this overview – can you add the jigsaw units for the spring term please – I'm just looking at Y1 which will also need amendments x

Commented [KB2]: eds a narrative inserting for both sports. There are 4 sports on the LTP Please make sure all these are included with a narrative.

Commented [HS3R2]: That's because I just looked on the timetables for the days each class did PE! I'll change y1s too

Commented [KB4R2]: Thanks! They may have a coach so it may be different to the LTP for one sport but the timetable should say if they have a coach

Commented [HS5R2]: There's only 3 sports as we've done dance?

Commented [HS6R2]: ignore that!

Commented [HS7R2]:

Commented [HS8R2]:

the importance of keeping promises; reflective responses and feelings about belonging to groups at school and home.

Art
Printing

As artists 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.

Computing

Effective Searching

In this unit pupils will look at the internet, the web, browsers and search engines. After becoming acquainted with the basics of the Internet and how it works, children will be ready to dive into searching with Google. Pupils will learn the basics of search: where to type in their query and how to understand the pages of results. The pupils will look at the main pages and buttons they will encounter while using search engines. Children will develop an understanding of what the Internet is and also use the basic tools to help them search for information more effectively.

Coding

Using Purple Mash, children will begin to understand what an algorithm is by creating a computer program using an Algorithm using a given design. They will understand the collision detection event and they will know that algorithms follow a sequence. They will design an algorithm that follows a timed sequence, understand that different objects have different properties and understand what different events do in code. Pupils will understand the function of buttons in a program and they will create and debug simple programs.

Online Safety

This unit focuses on online safety and builds on the knowledge from year 1. 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.