

Hayesdown First School
Year Two Term One
Bats and Hedgehogs
Classes

Pudding Lane and Pepys
LONDON'S BURNING!



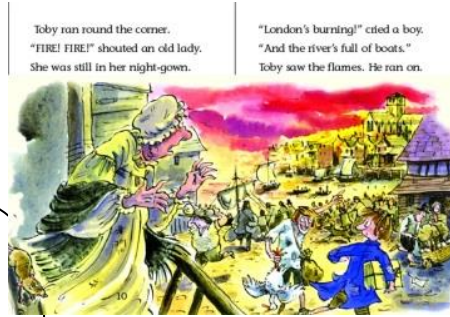
Hot History

We are . . . eyewitnesses and historians
Outcome: We know about events beyond living memory.
Skills: We can ask and answer questions, We can use historical artefacts and documents. We can sequence events.

Scorching Texts

Fiction: Toby and the Great Fire of London by Margaret Nash
We can learn stories by heart with actions.
Non-Fiction: Extracts from Samuel Pepys' diaries, recounts, timelines, persuasive posters.
We can write in context.
Poetry: We can listen to poems and build our repertoire of poems learnt by heart. We can write shape poems.

Did the Great Fire make London a better or worse place?



Toby ran round the corner. "FIRE! FIRE!" shouted an old lady. She was still in her night-gown.

"London's burning!" cried a boy. "And the river's full of boats." Toby saw the flames. He ran on.

Incandescent Creators: Art & Design

We are artists, designers, creators and evaluators.
Outcome: Create a piece of mixed media art inspired by J. M. W Turner.
Skills: We can use a range of media and materials. I can develop a wide range of techniques in using colour, texture, line, shape, form and space.

Burning Home Challenge

Make a replica house from London in 1666 - we will use these to make a replica of Pudding Lane that we will burn down in school!

Lighting Literacy

We are . . . speakers, listeners, readers, writers, describers and performers
Fiction: We can write a setting description and fictional diaries based on Toby and the Great Fire of London - Imitation Innovation Invention.
Non-Fiction: We can write diaries, recounts and be persuasive.
Sizzling skills: We can use full stops, capital letters and finger spaces in all the right places. We are learning to use a range of conjunctions for co-ordination and subordination. We can decode and spell using our phonic knowledge, answer questions about texts and show our understanding when we READ with RIC.

Flaming Vocabulary:

timeline, eyewitness, diaries, landmark, douse, extinguish, demolish, spreading, gunpowder, thatched, place value, materials, flammable

Smoking Science: Marvellous Materials

We are . . . scientists, explorers and investigators.
Outcomes: identify and compare the suitability of a range of everyday materials inc. wood, metal, plastic, glass, brick, rock, paper and card.
Skills: We can suggest and test suitable materials and make comparisons between them.

Wows: Fire fighters and biscuit baker

Taste 17th century biscuits
Burning our home challenges!



PSHE - Keeping Myself

Outcome: Recognise how to keep safe and build positive relationships.
Skills: Speaking and listening.

Physical Education

We are . . . physical and athletic, team players
Ball Games (Outdoor)
Outcome: master basic movements and apply these in a range of activities. **Skills:** We can move our bodies in a range of ways.
Dance (Indoor)
Outcome: perform dances with simple movement patterns.
Skills: We can develop balance and agility.

Vocal Pyrotechnics: Music

We are . . . good listeners and music makers
Outcome: use our voices expressively and creatively by singing songs and speaking chants and rhymes.
Skills: We can listen to music and sing, chant and rhyme by myself and with others. We can sing/chant in a round. We can write our own lyrics.

Kindling: Computing

We are . . . programmers and safe users
Outcome: Find out how to use the Internet safely in our classrooms. Use logical reasoning to predict behaviour of simple programs
Skills: We can use the Internet safely for research purposes. We can use Purple Mash and Scratch to code and create algorithms. We can give commands.

Quick Fire Maths

We are . . . marvellous mathematicians + Number sense
Outcome: Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2 digit number. Count in steps of 2, 3 and 5 from 0, and in tens from any number. Add and subtract numbers within 10 and 20.
Skills: We can compare and order numbers. We can recognise place value. We can count, solve problems and reason how we know. We can add and subtract numbers and start to use the inverse.