Curriculum booklet: The Great Fire of London

Term: 2

Class/Year Group: Frogs/2

	Inspiration/Theme: How do we find out about the past?	Curriculum Driver: History	Outcome of learning: Children to become expert historians and create a fact book to send to the British Museum- Create an information text and story.

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
We will be sent artefacts from the Queen's gardener. He needs help to find out what the objects are and where they have come from. Parents will be invited to come and see what we have found out and read the book we have made for the museum.	Hook/Stunning Start A mysterious box will arrive in Year 2. Who is it from and where do the objects come from? Trips/Visitors/Marvellous Middle Trip to Westonbirt Arboretum to make natural sculptures of the fire of London. Celebration/Fabulous Finish Children to create a fact book to send to The British Museum.	Published book containing non-chronological reports. Story published on flame image linked to art project. Wooden fire sculpture painted in acrylics.	Language of deduction I think that… because… This happened…because I know this… *What do you think happened and how do you know that?* Language of evaluation I think….. because…. Next time I could…. I found …..hard/easy because…. I like…… because……

Topic Table	Role play	Maths Challenge table	Home School Links
Key questions Can you match? Can you mix? What is your colour called? Key images/artefacts Chest from Buckingham palace, map of London, photo of Samuel Pepys. Fire colours Autumn objects, paints. Key vocabulary Fire, historian, expert, London. Match, mix.	A house set in the era of the Great fire of London where the children can re-tell the key events from history. Opportunities to write fiction and non-fiction related to the artefacts discovered. Stories linked to our Year 2 key texts. Children will use these to re-tell with story bags and perform role play.	Key questions Which digit is the 10s? Which digit is 1s? Which do we add first? Key images/artefacts Dienes Real objects to show adding one digit to two-digit number. Number lines Key vocabulary Tens Decompose Ones Place value Digit Rename Exchange	*Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.* *Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Wednesday.* *Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week.* *Reading at home: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.* *Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact.* *Water: Please ensure your child has a bottle of water in class.*

English	Geography/History	Science	Maths
Outcome of learning: Non chronological report and a story about The Great Fire of London Key Skills: Reading- • understand that non-fiction books are structured in different ways • discussing and clarifying the meanings of words • answer and ask questions about texts Writing • write narratives about real events • plan or say out loud what they are going to write • Use capital letters, full stops and question marks correctly when required • re-reading to check that their writing makes sense and make changes to improve	Outcome of learning: To know about the life of Samuel Pepys and a significant event in history- The Great Fire of London • Sequence a set of events in chronological order and give reasons for their order • Try to work out how long ago an event happened • Pose and find answers to their own historical questions • Research the life of a famous Briton from the past using different resources to help • Research about a famous event that happens in Britain and why it has been happening for some time • Say at least two ways they can find out about the past, for example using books and the internet • Explain why eye-witness accounts may vary	Outcome of learning: An scientific investigation answering a question Key Skills: Working Scientifically- performing simple tests and using observations and ideas to suggest answers to questions.	Outcome of learning: To understand and apply addition and subtraction Key Skills: • 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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Art	Computing	Music	PE
Outcome of learning: To create a 3D sculpture Key Skills: • To use the work of artists as a starting point for their own inspiration. • To explore making secondary and tertiary colours with different tones • To manipulate materials to create a 3D structure	Outcome of learning: To create a joke on the program Scratch Junior Key Skills: • understand and apply create algorithms • to debug through repeated practical experience	Outcome of learning: To perform songs in our Christmas performance Key Skills: • to sing confidently • perform actions that support the words • learn how to play simple patterns on the percussion instruments that accompany the songs.	Outcome of learning: To work as a team Key Skills: Hockey- Make contact with a ball and use correct stance and eye contact. Combine with movement. Understand simple tactics such as attacking, defending. Tag Rugby- Negotiate, dodge equipment and peers in a varying speed and direction. Demonstrate spatial awareness.

RE	PSHE	DT	Modern Foreign Languages
Outcome of learning: To know the Christmas story Key Skills: • To understand why people of different religions celebrate different events in the year. • To recognise religious symbols	Outcome of learning: To know about ways we can keep safe and look after our wellbeing Key Skills: • understand why it is important to look after ourselves	Outcome of learning: Create a moving picture Key Skills: • Know about the movement of simple mechanisms • Design purposeful, functioning products that appeal to themselves and other users based on a design criteria. • Perform the practical skills of cutting, shaping, joining and finishing to produce a final product that follows the design criteria. • Incorporate the mechanisms levers and sliders into a design.	Outcome of learning: To be able to say greetings in French. Key Skills: • Listen to French greetings Communicate in French