







<p>As readers we will be exploring a range of fiction and non-fiction texts to find out more about the fire, make inferences and imagine the thoughts, sensations and emotions of eyewitnesses. We will practise and develop our key skills of prediction, summarising, questioning and clarifying to ensure we have understood our reading. </p> <p>As writers...we will follow in Samuel Pepys footsteps and document our thoughts and experiences in a diary. We will write in role as a cat from Farriners' bakery, focussing on creating a vivid description of the scene. We will then plan our own narrative about The Great Fire. We will check our writing is clear and interesting by ensuring we have written in a range of sentence types, that our work is punctuated accurately and that we have remembered to 'think it, say it, write it, check it'.</p> <p>As speakers and listeners... we will use drama and (very) hot-seating to explore the emotions and sensations experienced by eyewitnesses. We will role-play joining the King's Council and will advise Charles II on what to do in the aftermath of the Great Fire of London. </p>	<p>Year 2 Spring 1</p> <p>London's Burning</p> <p>Why was the Great Fire of London so catastrophic and what could be done about it?</p> 	<p>As mathematicians we will be learning about subtraction and addition. This term, pupils will develop addition and subtraction skills. They will add and subtract one, ten, and multiples of ten from two-digit numbers, including crossing tens boundaries. They will use number bonds, the 'make ten' strategy, and number facts to solve problems. Pupils will also explore patterns, partition numbers in different ways, and apply their knowledge to real-world problems. </p>
<p>As scientists we will be children will explore the importance of working scientifically by observing closely, identifying and classifying the uses of different materials, and recording their observations. </p>	<p>Core content knowledge for this topic includes a secure chronological awareness of the period: for instance, children should know that the fire took place in 1666 in Stuart England under the reign of Charles II. Children will also develop an awareness of the living conditions in Stuart London with wooden buildings cramped closely together contributing to the rapidity of the fire's rampage through the city. They will also develop an appreciation of the different kinds of evidence that historians draw upon and begin to ask questions about reliability. This will draw upon our English skills of inferring and predicting using evidence.</p>	<p>As historians we will In this unit, children will learn about what caused the Great Fire of London, and reflect on why it was such an important event in wider British History. They will consider the factors that lead to the beginning and fast growth of the fire, and way up their individual importance. They will sequence the key events of the fire in chronological order. After reflecting on how historians gain information from sources, they will link statements to evidence to answer questions about the Fire. In particular, they will understand why Samuel Pepy's diary is a useful historical source. They will understand that Britain has a constitutional monarchy and that Parliament discussed and voted on new laws after the Fire finished to ensure that London was rebuilt in a certain way. They will understand why certain key figures (King Charles II, Pepys, Wren) were important figures. They will also reflect on how fire fighting now is different to how it was then. </p>

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<p>As sports people we will be creating Great Fire of London dances, exploring a range of skills including travelling showing control, changing level, speed and direction and the use of unison, meet-and-part and canon.</p> <p>In outdoor PE, we will continue to develop fundamental sporting skills. This half term the skills of changing direction, avoiding others, passing and shooting will be developed within the sport of hockey.</p>	<p>As musicians we will be singing chants and simple traditional songs inspired by our London's Burning topic. We will be practising singing at a given pitch and controlling the breath, pausing between musical phrases. We will continue to develop our understanding of key elements of music include pitch, rhythm and dynamics.</p>	<p>As responsible and socially aware children we will begin to develop lifelong skills in communication and working with others. We will identify and value our own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task.</p>
<p>As digitally literate children we will be learning to use a computer to create music. We will listen to a variety of pieces of music and consider how music can make us think and feel. We will compare creating music digitally and non-digitally. We will look at patterns and purposefully create music.</p>	<p>As designers we will be designing and building moving model fire fighting vehicles Children will develop their designing and making skills to make a model which includes wheels and axles. They will think about the key features of fire engines to include and work on the finish of their vehicle using a range of tools and materials.</p>	<p>As theologians and philosophers, we will be learning about Jesus as a teacher and a leader. We will be exploring who we learn from in our own lives. Towards the end of this half term we will hear the Easter story and consider its significance for Christians.</p>
<p>This topic builds on our history work during our Y2 Let your dreams take flight topic in which we developed a chronological awareness of change and continuity over time (with regards to technological advances) and broadened our awareness of the lives of significant individuals in the past who have contributed to national and international achievements (pioneers of flight).</p> <p>This topic leads to our summer term Y2 Ocean Adventures topic in which we will examine the different ways that historical figures (Grace Darling) are remembered.</p>		