

# Jennett's Park Creative Journey Planner YEAR 2 TERM Aut 1

## *Empowering our children to flourish and achieve under God's love*

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| Name of Unit Traditional Tales  |  |   |
| The Context ( Why): Traditional stories are a great way for the children to continue their transition into Year 1 and learn the routines and expectations of a KS1 classroom. Learning a new story or focusing in a familiar story each week aids literacy and oracy skills while allowing lots of exploration in other subject areas too.  |  |   |
| They need to know and understand: <ul style="list-style-type: none"><li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>• to use a range of materials creatively to design and make products</li><li>• use technology purposefully to create, organise, store, manipulate and retrieve digital data</li><li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria and build structures, exploring how they can be made stronger, stiffer and more stable</li><li>• events beyond living memory that are significant nationally or globally</li><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li></ul> |  |   |
|   | Educating for Wisdom, Knowledge and Skills       | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.                   |
|   | Educating for Hope and Aspiration                | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds   |
|   | Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.                         |
|   | Educating for Dignity and Respect                | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |
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| <b>Immersion Activity- What do they need to know? How are you going to start with a bang?</b><br><br><b>Now press play- Great Fire of London</b><br><br><b>Samuel Pepys diary</b> | <b>The Challenge or Big Questions</b><br><br>Why did the Great Fire of London start?<br><br>How long did it last for?<br><br>Who was affected by the fire? | <b>Real life context and links to Wider World (International/ Charity/ World of Work)</b><br><br><b>Fire safety rules</b><br><br><b>Links to the fire brigade and the history of firefighters</b><br><br><b>A talk with a real firefighter</b> |
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| <b>Activities (Possible Route of learning)</b><br><br>1. Create a timeline of the Great Fire of London<br><br>2. Role play how it would feel to have been there<br><br>3. Write a diary entry as Samuel Pepys<br><br>4. Build model Tudor houses and set them on fire<br><br>5. Research firefighters and write a non fiction report on them | <b>Trips/ Visits / Experiences</b><br><br><b>Fire fighter visit</b><br><br><b>Setting fire to our model London (controlled)</b> |
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### Challenge 10 activities

Visual thinking

Bagel thinking

Ordering ideas from best to worst

### Oracy Links

Talk to a firefighter- ask questions

Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information about the fire

Performance- London's burning poem

### Vocabulary

Fire, London, firefighter, Samuel Pepys, Pudding lane, destroyed, King Charles II, bakery, thatched roof, spread, exploded, River Thames.

### Literacy, Maths and Computing Links

Writing non fiction reports on firefighters

Diary entries

Research about the Great Fire of London- search engines, Google Earth, maps

Weighing baking ingredients

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥Love ♦Honesty 🙏Respect 🕊Peace

👉Forgiveness ⌚Patience 🤝Support

😊Kindness & Joy

### Final Quality Products

Build a model Tudor house

Bake bread

### Home Learning Projects

Take a trip to London to visit Pudding Lane

[What was the Great Fire of London? - CBBC Newsround](#)

[History KS1: The Great Fire of London - BBC Teach](#)

[Online museum session for children: Great Fire of London - YouTube](#)

### How to Share and Celebrate Success

Online Celebration of the topic work through Seesaw.

Display Art and DT in classroom for open day