

Year Group - Two	Term - Autumn Term	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.
Name of Unit Overview –  <h2 style="text-align: center;">The Great Fire of London</h2>		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.
		<b>Context, Big Questions and Wider World impact</b> <ul style="list-style-type: none"> <li>✓ Why did the Great fire of London start?             <ul style="list-style-type: none"> <li>✓ How long did it last for?</li> <li>✓ Who was affected by the fire?                 <ul style="list-style-type: none"> <li>✓ Fire safety rules</li> </ul> </li> </ul> </li> <li>✓ Links to the fire brigade and the history of firefighters.             <ul style="list-style-type: none"> <li>✓ A talk with a real firefighter.</li> </ul> </li> </ul>	
<b>Subject specific learning areas</b>			
<b>Science</b>			
<b>Prior learning and where the objectives are revisited later in the year.</b>	<b>Key year group learning.</b>		<b>Main journey of the unit</b>
<b>Prior learning:</b> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- Identify, name, draw and label the basic parts of the human body and</li> </ul>	<b>Can we ....?</b> <ul style="list-style-type: none"> <li>✓ Describe the basic needs of animals for survival and the impact of changes as young animals, including humans, grow into adults.</li> <li>✓ Describe and compare the observable features of animals from a range of groups.</li> <li>✓ Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.</li> </ul>		<b>Week 1</b> <ul style="list-style-type: none"> <li>- Science: Understanding that animals including humans have offspring that grow and change.</li> <li>- History/ Topic: Great Fire of London Now press play (immersion into topic)</li> <li>- Art: Using water colours to paint The Great Fire of London</li> </ul> <b>Week 2</b> <ul style="list-style-type: none"> <li>- Science: To look at animal groups and their offspring.</li> <li>- History/ Topic: Creating a timeline of The Great Fire of London</li> <li>- Art: To practise the technique of using charcoal</li> </ul>

say which part of the body is associated with each sense		<ul style="list-style-type: none"> <li>- Computing: Practise using the video tool on ipad and write a script for news report on The Great Fire of London</li> </ul>
<b>Humanities – History &amp; Geography</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	<p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>✓ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>✓ Make comparisons of maps between pre-Great Fire of London and post</li> <li>✓ Sequence events in a timeline</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Science: Describe basic needs of animals, including humans for survival.</li> <li>- History/ Topic: To understand how life in the 17<sup>th</sup> century was different to today</li> <li>- Art: To use charcoal to draw a tudor house</li> <li>- Computing: To video a new report on the Great Fire of London</li> </ul>
<b>Arts and Design</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>✓ Mix poster paint to create a range of tones within the same colour</li> <li>✓ Select from and use a wide range of materials and components according to their characteristics</li> </ul>	<p><b>Can we....?</b></p> <ul style="list-style-type: none"> <li>✓ Use a range of materials creatively to design and make products</li> <li>✓ Control a pencil with precision for sketching</li> <li>✓ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- Science: Understand how exercise keeps us healthy and to find out which exercise is best for us.</li> <li>- History/ Topic: To understand the life of a significant person from the past (Samuel Pepys)</li> <li>- Art: To use charcoal to draw a tudor house</li> <li>- Computing:</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- Science: Understand that humans need to eat a range of food.</li> <li>- History/ Topic: To understand how we know about significant events from the past (look at variety of sources)</li> <li>- Art: Create tudor houses using cardboard + paint them</li> <li>- Computing: To be able to edit videos (imovie)</li> </ul>
<b>Computing and Technological Understanding</b>		
<b>Prior learning and where the objectives are revisited later in the year.</b>	Key year group learning.	
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>- Recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>✓ Know how to video record reports of the events of the Great Fire of London</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- <b>Science:</b> Understand how good hygiene keeps us healthy.</li> <li>- History/ Topic: Burning of tudor houses + Timeline of the Great fire of London (weather dependent)</li> <li>- Design Technology: Research tudor bread and design own bread rolls</li> <li>- Computing: Create own book on book create app about anything of their choice</li> </ul>

**Week 7**

- Science: Describe and compare the observable features of animals from a range of groups.
- History/ Topic: To understand how the fire service has changed over time (Burning tudor houses back up)
- Design Technology: Bake tudor bread
- Computing: Create a book about either the fire service or the events of the Great Fire of London on book creator app

**Half term****Week 8**

- Science: materials
- Geography/ Topic: Locate the 4 countries and capital cities of the United Kingdom.
- Art: To improve pencil control and sketching technique
- Computing:

**Week 9**

- Science: Materials
- Geography/ Topic: To locate London on a map
- Art: To improve pencil control and sketching technique
- Computing:

**Week 10**

- Science: Materials
- Geography/ Topic: Recognise landmarks of human and physical features of London
- Art: Draw a detailed drawing of the houses of parliament
- Computing:

**Week 11**

- Science: Materials
- Geography/ Topic: To be able to plot landmarks of London on a map

			<ul style="list-style-type: none"> <li>- Art: Draw a detailed drawing of the houses of parliament</li> <li>- Computing:</li> </ul>
<b>Immersion Activity- What do they need to know? How are you going to start with a bang?</b>	<ul style="list-style-type: none"> <li>✓ Watching video clips related to the Great fire of London.</li> <li>✓ Role play</li> </ul>	<b>Trips/ Visits / Experiences</b>	✓ Trunk Theatre
		<b>Vocabulary Oracy activities</b>	Fire, Tower of London, river, firefighter, burning, fire engine, diary, axe, smoke, escaping, flame, modern London, 17 <sup>th</sup> Century London, The Monument, Samuel Pepys
<b>Discrete subject learning focus areas</b>			
<b>Music</b>	Learning, rehearsing and performing a Christmas Concert to an audience.	<b>RE</b>	Discovery RE – Christmas Story Christianity
<b>PE</b>	Real PE unit Coordination and Static Balances	<b>PSHE</b>	Relationships
<b>Final quality products</b>			
<b>Final quality products</b>	<ul style="list-style-type: none"> <li>- Tudor houses to replicate the Great fire of London.</li> <li>- Art work</li> </ul>	<b>Home learning opportunities</b>	✓ Discussions about living things on nature walks
<b>Enriching our curriculum and personal development opportunities.</b>			
<b>Prior opportunities</b>	<b>Experience</b>	<b>Learning to come from those activities</b>	
	<ul style="list-style-type: none"> <li>- Wintershall Live Nativity story visit</li> <li>- Pantomime</li> <li>- Family Carol Concert</li> <li>- KS1 Christmas Performance</li> </ul>	<ul style="list-style-type: none"> <li>- RE Christmas story learning</li> <li>- Music, Oracy, confidence building</li> </ul>	