



**SEAFORD PRIMARY SCHOOL**

Year Two Term 3

|  |   |   |
|--|---|---|
| <p>Topic Title- <b>Fire of London</b><br/>Samuel Pepys and the Great Fire of London</p>  |   |   |
| <p><b><u>History</u></b><br/> <b>Significant people-</b> Samuel Pepys<br/> <b>Great events</b> - Great fire of London<br/>           Sequence artefacts closer together in time - check with reference book.<br/>           Describe memories of key events in lives.<br/>           Recognise why people did things, why events happened and what happened as a result.<br/>           Identify differences between ways of life at different times.<br/>           Compare 2 versions of a past event.<br/>           Compare pictures or photographs of people or events in the past.<br/>           Discuss reliability of photos/ accounts/stories.<br/>           Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> | <p><b><u>Geography</u></b><br/> <b><u>Human and Physical Knowledge</u></b><br/>           To identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>  | <p><b><u>Science</u></b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, paper and cardboard for particular uses.</p> <p><b><u>Working Scientifically</u></b><br/>           asking simple questions and recognising that they can be answered in different ways<br/>           observing closely, using simple equipment<br/>           performing simple tests<br/>           identifying and classifying<br/>           Using their observations and ideas to suggest answers to questions.<br/>           Gathering and recording data to help in answering questions.</p> |
| <p><b><u>English</u></b><br/> <b><u>Text/Genre</u></b><br/>           Poetry- linked to the story 'Firebird' (1 week)<br/>           Predict real events using a story - Vlad and the Great Fire of London (story)<br/>           Diary writing from the perspective of Samuel Pepys (2 weeks)<br/>           Stories with a familiar setting (character study-Oliver)<br/>           Learn about and create our own recipes<br/> <b><u>Writing Opportunities</u></b><br/>           Real event writing<br/>           Repeating poems<br/>           Diary<br/>           Write a report<br/>           Recipe writing</p>  | <p><b><u>Maths (opportunities for maths links)</u></b></p> <ul style="list-style-type: none"> <li>• Recognise equal groups</li> <li>• Make equal groups</li> <li>• Multiplication - arrays</li> <li>• Division – divide by 5, divide by 10</li> <li>• Odd and Even</li> <li>• Place Value</li> <li>• Tally charts and pictograms</li> </ul> | <p><b><u>Computing</u></b><br/> <b><u>E-Safety</u></b><br/>           I know how to be safe online (an e-safety lesson appropriate to the needs of the class).<br/> <b><u>Email</u></b><br/>           Understand how email differs from other electronic communication<br/>           Use technology purposefully to create, organise, store, manipulate and retrieve digital content<br/>           Recognise common uses of information technology beyond school</p>   |

|  |   |   |
|--|---|---|
| <p><b><u>Design Technology-Great Fire of London pictures with levers and sliders</u></b></p> <p><b><u>Investigate</u></b><br/>         -generate ideas by drawing on their own and other people's experiences<br/>         -to identify simple design criteria<br/>         -to develop their design ideas through discussion and investigate levers/sliders, winding mechanisms, joints that allow movement.</p> <p><b><u>Design and Make</u></b><br/>         -to identify a purpose for what they intend to design and make – baking bread linking learning to Thomas Farriner's bakery, where the Great Fire began.<br/>         -to select and use tools safely (cooking equipment)<br/>         -to assemble, join and combine materials in order to make a product – children to bake their own bread</p> <p><b><u>Evaluate</u></b><br/>         -to evaluate against their design criteria</p> | <p><b><u>Art and Design Knowledge</u></b><br/>         Talk about the materials, techniques and process they have used using an appropriate vocabulary</p> <p><b><u>Drawing Skills</u></b><br/>         Confidently find new ways of making lines, textures and forms.</p> <p><b><u>Painting Skills</u></b><br/>         Experiment with different techniques such as splattering, stripping, dripping, pouring – with control.</p> | <p><b><u>P.E</u></b><br/>         Outdoor PE in Term 3 involves net games, using racquets and balls and in Term 4 will be striking and fielding skills. Indoor PE is gymnastics and dance for Term 3 and 4, focusing on apparatus work. These skills are embedded in all our PE units throughout the year:</p> <p><b><u>Skills</u></b><br/>         To move, stop and remain still with balance and clarity of movement and shape.<br/>         To repeat simple combinations of skills and actions showing coordination and changes in direction and speed.<br/>         To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p><b><u>Condition, Health and Well-being</u></b><br/>         To be able to use their own and others' ideas for movement, tactics and compositions.<br/>         To describe how they feel after exercise.<br/>         To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p><b><u>Decision Making</u></b><br/>         To come up with their own ideas for warming up and practising.<br/>         To be able to identify skills, actions and parts of sequences that are good quality.<br/>         To be able to describe the differences and similarities between sequences.</p> |
| <p><b><u>RSHE</u></b></p> <p><b><u>Dreams and Goals</u></b><br/>         I can choose a realistic goal and think about how to achieve it.<br/>         I can carry on trying (persevering) even when I find things difficult.<br/>         I can recognise who I work with well and who is more difficult to work with.<br/>         I can work well in a group.<br/>         I can tell you some ways I work well with my group.<br/>         I know how to share successes with other people.</p>  | <p><b><u>R.E. Teachings and Stories</u></b><br/>         Understand characters and places in the life of Jesus<br/>         Pupils retell (through drama) two different stories about Jesus and consider what they mean. They compare the stories and think about what Christians today could learn from the stories</p>  | <p><b><u>Music</u></b><br/>         In Term 3 children will be exploring sounds and duration of music.</p>  |
| <p><b>Super Start - investigate clues about the Fire.</b><br/> <b>Mystic Middle- Baking bread in the classroom for Thomas Farriner's bakery.</b><br/> <b>Epic End-Bonfire at Forest School</b><br/> <b>Links to careers- Visit from the Fire Service</b></p>   |   |   |