



SEAFORD PRIMARY SCHOOL

Year Two Term 3

<p>Topic Title- Fire of London Samuel Pepys and the Great Fire of London</p>		
<p>History Significant people- Samuel Pepys Great events - Great fire of London Sequence artefacts closer together in time - check with reference book. Describe memories of key events in lives. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Geography Human and Physical Knowledge To identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Science Compare how things move on different surfaces. Notice that some forces need contact between two objects.</p> <p>Working Scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>
<p>English Text/Genre Poetry- including shape and similes- fire theme (1 week) Diary writing from the perspective of Samuel Pepys (2 weeks) Stories with unfamiliar settings- e.g. The Firebird (2 weeks) Stories with a familiar setting (character study-Oliver) Writing Opportunities Real event writing Repeating poems Diary Firebird comic strip Firebird description-Wanted poster</p>	<p>Maths (opportunities for maths links) Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths</p>	<p>Computing E-Safety I know how to be safe online (an e-safety lesson appropriate to the needs of the class). Coding To describe and use instructions to program a character To program a character to grow and shrink. To use instructions to make characters move at different speeds and distance. To use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour. To create programs that play a recorded sound.</p>

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