

## Knowledge Outcomes

The Great Fire of London started in a bakery on Pudding Lane in 1666. The fire spread quickly because the buildings in London at that time were made mostly of wood and straw and were very close together. We know about the fire because of written sources from the time, such as Samuel Pepys' diary. King Charles II ordered buildings to be pulled down to stop the spread of the fire. There were 6 recorded deaths from the fire. After the fire, St Paul's Cathedral was rebuilt and the Monument was built to remember the tragedy.

## Strength Lies in Difference

WALT understand what the term stereotype means  
WALT be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype

## Expressive Art and Design

### Art: Textiles

WALT show pattern by weaving  
WALT decorate textiles with glue or stitching, to add colour and detail

### Music: Composing

WALT create music in response to a non-musical stimulus.  
WALT improvise simple question and answer phrases in pairs, sung or played on untuned percussion.  
WALT recognise how graphic notation can represent created sounds.  
WALT use dot and stick notation to record composed pieces.

## Personal, Social and Emotional Development

### PSCHE: *What helps us to stay safe?*

WALT understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)  
WALT identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them  
WALT resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets  
WALT learn how not everything they see online is true or trustworthy and that people can pretend to be someone they are not  
WALT tell a trusted adult if they are worried for themselves or others

### R.E.: *Christianity - How important is it to Christians that Jesus came back to life after His crucifixion?*

WALT retell the Easter story and understand what Jesus' resurrection means for Christians.  
WALT explore what children believe happens to you when you die and discuss how we remember people close to us.  
WALT recall what Christians believe happened on Easter Sunday.  
WALT share opinions and possible explanation as to what happened to Jesus after the empty tomb.

## Spring term 2 Activities *Fire Fire!* History focus Year 2

## English / Mathematics

*Please see objectives on the termly  
Success and Challenge cards*

## Understanding of the World

### History:

WALT know about events beyond living memory that are significant nationally or globally - the Great Fire of London

### Science: **Animals, including humans**

WALT notice that animals, including humans, have offspring which grow into adults  
WALT find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  
WALT describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Computing: **iSearch**

WALT understand that the world wide web contains large amounts of information  
WALT use links to navigate a website  
WALT know that the world wide web can be used to answer questions  
WALT navigate a website user hyperlinks  
WALT locate specific information using a website  
WALT collect information from a number of different online sources

## Express: The Great Fire of South West London!

## Physical Development

### Striking and Fielding

WALT strike a ball consistently using different pieces of equipment including feet and hands, to adjust according to the size of the ball.  
WALT send a ball off a tee using a bat or a racket.  
WALT strike the ball using transferable skills.  
WALT coordinate my movement so that I can strike the ball  
WALT strike the ball at a close target  
WALT strike the ball at a distant target.  
WALT play as a fielder and pass the ball back to the bowler to make the runner stop.