

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

Children to understand what the term stereotype means
Children to 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

Show pattern by weaving
Decorate textiles with glue or stitching, to add colour and detail

Music: Composing

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

Personal, Social and Emotional Development

PSCHE: *What helps us to stay safe?*

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)
Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
Learn how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
Learn how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
Know how to 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?*

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

Spring term 2 Objectives *Fire Fire!* History focus Year 2

English / Mathematics

Please see objectives on the termly Success and Challenge cards

Understanding of the World

History:

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

Science: **Animals, including humans**

Pupils should be taught to:

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

Computing: **iSearch**

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

Engage:

Express:

Physical Development

Striking and Fielding

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