

## Year 2 – Medium Term Planning

### Aspirations – Collaboration – Connections – Creativity - Expression

#### Learning Unit 4 – London’s Burning (6 weeks)

Experiences / Visits	Fire Service Visit to School	Burning of materials (timber/brick)	Forest Schools	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	
<b>HISTORY</b>  <b>KSU</b>  <b>Events beyond Living Memory – The Great Fire of London (1666)</b>  <b>Know how...</b> <b>Know how to...</b>	To observe and use pictures, photographs and artefacts to find out about the past  To identify some similarities and differences between old and new objects  To identify objects from the past  To order events on a timeline  To recognise that an event may have happened a long time ago	To compare photos from the past and the present ( <i>streets of London now and the streets of London 1666</i> ) Compare and contrast the streets of London in 1666 to now, answering questions - How are they different? How are they the same? Recognise different sources of information used by historians i.e. artefacts, drawings, photographs Use sources of information, for example, a non-fiction book, photographs, internet site or artefacts, to answer questions Use objects or pictures of objects to talk about and understand what life would have been like in 1666 To know how firefighting now is different to 1666 ( <i>no vehicles, leather buckets, axes and water squirts were used to fight the fire – but had little effect</i> ) Understand why the fire started and how it spread so quickly To recall some interesting facts about The Great Fire of London To recognise the impact of The Great Fire of London To ask and answer questions about the Great Fire of London Use historical vocabulary, relating to the passing of time Use the words past and present accurately when making comparisons in their historical learning Sequence a set of events and/or objects in chronological order, providing reasons for their order Order events on a timeline	Some children may think: <ul style="list-style-type: none"><li>• London had fire brigades in 1666 (<i>There was no organised fire brigade then. Firefighting was very basic with little skill or knowledge involved</i>)</li></ul>	Why do you think, after the Great Fire of London, fire brigades were formed?  Explain how you would feel if you lived in London during the Great Fire of London – why would you feel like that?
<b>Teacher notes</b> The Great Fire started in Thomas Farriner's bakery on Pudding Lane at about one o'clock in the morning on Sunday 2 <sup>nd</sup> September 1666. We don't know exactly how the fire began, but we think maybe a spark from his oven set fire to some wood next to it and then the family were woken up with the smoke coming up the stairs. Thomas, his daughter Hanna and their manservant escaped out of the window upstairs. But their maid was too frightened to jump out and it is thought she was the first person to die in the fire. The fire began in Pudding Lane on Sunday the 2nd of September at night, when people were asleep and slow to react. There was a huge storm wind that was blowing in from the East, which pushed the fire across the city. Tuesday the 4th of September was the worst day of the fire and this is when some of the most famous buildings are destroyed, like St Paul's Cathedral. By the end of Tuesday, the fire was a mile and a half wide. On Wednesday, the wind died down, and that's when people started to be able to finally get control of the fire. By the time the sun comes up on Thursday morning, the fire is out. Though some places actually smouldered for months afterwards.  <a href="#">Teaching History with 100 Objects - Fire bucket from the Great Fire of London (teachinghistory100.org)</a> <a href="#">Browse artefacts - The Great Fire of London</a> <a href="#">All you need to know about the Great Fire of London (museumoflondon.org.uk)</a> <a href="#">Museum of London   Free museum in London</a> <a href="#">The Great Fire of London   London Fire Brigade (london-fire.gov.uk)</a>				
<b>SCIENCE</b>  <b>KSU</b>  <b>Everyday Materials</b>	Identify and compare the suitability of a variety of everyday materials for particular uses including: wood, metal, plastic, glass, brick, rock, paper and cardboard  Know that some materials are used for more than one thing  Explain how the properties of materials that make them suitable or unsuitable for particular purposes  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Recall and apply learning from Autumn 2 ( <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> ) in the context of the Great Fire of London  Observe a selection of modern building materials and describe them (e.g. 'Nails are: shiny, cold, hard, sharp and smooth'). Name several types of materials used in construction of buildings and explain the reasons why those materials have been selected for purpose. Be able to say why certain materials are best for certain purposes ( <i>Silly Builder often chooses the wrong materials - Which material should the builder choose for the windows? Why? (e.g. You shouldn't use metal for windows because windows have to be transparent, so glass is best).</i> ) What materials were the buildings made out of in 1666? What are the properties/characteristics of that material? What happened? ( <i>made of timber and pitch – a resin/glue used to join the wood – timber and pitch were highly flammable and buildings were very close together</i> ). <b>Teacher notes</b> Back in the 1660s, people were not as aware of the dangers of fire as they are today. Buildings were made of timber – covered in a flammable substance called pitch – and were tightly packed together. The city was full of sheds and yards packed high with flammable hay and straw. <a href="#">BBC Bitesize – identifying materials</a> <a href="#">science clip about characteristics of materials</a> Link to forest schools – children could observe how quickly timber burns compared to brick	Some children may think: <ul style="list-style-type: none"><li>• materials are only used to make one thing</li><li>• everyday items are only made from one material (<i>Some everyday items are made using a mixture of materials</i>)</li></ul>	Research the advantages and disadvantages of metal and rubber hoses   



SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
GEOGRAPHY KSU  UK focus  Know how.... Know how to....	Know the names of the four countries that make up the United Kingdom  Know the names of the four capital cities in the UK  Use vocabulary related to human features when talking about, and comparing, a village and a town / describing a place  Know where North, South, East and West are on a compass and begin to use these terms when reading and creating maps	Locational Knowledge  Know the name of and locate the four countries (England, Northern Ireland, Scotland and Wales of the UK and their capital cities ( <i>London, Belfast, Edinburgh, Cardiff</i> )  Know some important landmarks (places of interest) in the capital cities of the UK (e.g. <i>Big Ben, St Paul's Cathedral, Titanic Belfast, Edinburgh Castle, Cardiff Castle</i> )  Talk about modes of transport they have used to travel to different areas of the UK (car, boat, train, aeroplane)  Human and Physical Geography  Identify some of the key physical ( <i>seas, mountains, rivers</i> ) and human ( <i>shops, houses, apartments, places of worship, school, offices, leisure facilities, population, special landmarks</i> ) features of countries in the UK  Geographical and Fieldwork Skills  Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe a route on a map ( <i>from one area of interest to another in the UK</i> )	Some children may think that:  • England and the United Kingdom are the same thing ( <i>England and the United Kingdom are not the same thing. England is a country that is part of the United Kingdom</i> )	Describe a route to travel from one area of interest to another, explain what mode of transport would be best any why e.g. travelling a short distance in London might be best to cycle (better for the environment), a longer journey might require them to travel by car or tube train.
DESIGN AND TECHNOLOGY KSU  Mechanisms – sliders and levers  Know.... Know how to....	Children will have explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function independently and with others to design and make a Christmas card, castle and Victorian toy  They will have had experience evaluating their products	<b>RESEARCH:</b> When comparing firefighting equipment now and 1666, they will know there were no motor vehicles in 1666.  Identify the size, shape, colour and parts of modern-day fire engines through research  <b>DESIGN:</b> Use research about modern day fire engines to design own fire engine model. Understand that wheels make vehicles move Know that wheels are attached by axles Know the axels need to be attached to a chassis (which is the framework of the vehicle) <a href="#">BBC video Wheels and axels</a> <a href="#">Fire Engine resource</a>  <b>MAKE:</b> Follow their design to make a moving vehicle (modern day fire engine) Know how to attach wheels to an axel and the axels to a chassis to make the vehicle move Ensure that their vehicle matches their design criteria (related to a modern day fire engine)  <b>EVALUATE:</b> Evaluate their finished vehicle.  Compare their finished model to their original design - Does it move as they expected? Did the mechanism work well? Did they have to amend or change anything?  Teacher Notes  <a href="#">BBC video Wheels and axels</a> <a href="#">Fire Engine resource</a>	Some children may think that:  • design is only about making something look good ( <i>the design has to be functional – the vehicle needs to move as this is its purpose</i> )	Explain why the tools and resources I used were the right tools and resources for the job  Use their knowledge of wheels, axis and chassis to design a vehicle of their choice
COMPUTING KSU  Questioning  (Purple Mash)  Know... Know how to....	Sorting data according to criteria	<b>Questioning</b>  Understand that the information on pictograms cannot be used to answer more complicated questions Use YES or No questions to separate information Understand what is meant by a binary tree (branching database) Know how to construct a binary tree to sort pictures of children Understand that questions are limited to 'yes' and 'no' in a binary tree Use 2Question (a binary tree) to answer questions Understand what is meant by a database Use a database to answer simple and more complex search questions Know how to use the search tool to find information	Some children might think	Attempt to collect data using the two tables given and convert into block graph



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PE KSU  <b>GYMNASTICS</b>  <b>Know...</b> <b>Know how to....</b>	Know that there are 5 different types of balances Be able to hold a balance with increasing confidence showing balance and extension (5-6 seconds) Link travelling movements and core shapes / balances Consider how speed changes the impact of the movement and shape Perform a roll and a jump, moving smoothly from floor to standing position Sequence gymnastic movements with control and precision Choose and vary compositional ideas in sequences	<b>Gymnastics – Floor, apparatus and wall apparatus (wall bars)</b> NB: KSU below describe what children will learn using the floor and apparatus (not wall bars). For the wall apparatus, children will focus on the learning highlighted. They will NOT jump off the wall apparatus.  To understand the safety rules when using large apparatus  To move over, under and across the large apparatus  To perform a straight jump (2 feet to 2 feet), safely from low level apparatus showing a safe landing position (bend knees)  To perform a straight or star straddle jump (start and land with feet together), safely from low level apparatus showing a safe landing position (bend knees)  To combine moving by sliding, using push and pull actions with point balances when developing a sequence  To incorporate a log and teddy bear roll into the gymnastics sequence.  To copy and repeat a simple gymnastic sequence on the apparatus  To create my own gymnastic sequence on the apparatus that can be repeated (recording this is my own way)  To perform my own gymnastic sequence on the apparatus that can be repeated (using my own recorded version to support me)	Some children may think: In order to do gymnastics, you must have a certain body type ( <i>Anyone can participate in gymnastics no matter their size, shape or strength level.</i> As with any sport, the more a child participates, the more he/she increases strength and flexibility)  Safety rules don't apply during the floor work	Pupils should strive to ensure all the limbs appear as straight as possible when balancing.  Pupils who can hold their legs/arms in these positions will need moderate core strength.
RE KSU  <b>Easter - Resurrection (Christianity)</b>  <b>(Discovery RE)</b>  <b>Know...</b> <b>Know how to....</b>	Easter – Palm Sunday Be able to talk about a person I admire Recall parts of the Easter story Recognise some symbols in the Easter story Begin to understand that Jesus is special to Christians and say why	<b>Theme:</b> Easter - Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion? <b>Religion:</b> Christianity <b>British Values:</b> Rule of Law, Mutual Respect, Tolerance <b>SMSC:</b> Spiritual, Moral, Cultural  <b>My learning is to:</b> Talk about my own feelings Be able to re-tell the Easter story Recall what Christians believe happened on Easter Sunday Understand what Jesus' resurrection means for Christians Explain how I remember people close to me Explain what I believe happens when you die Suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion	Some children may think: • Easter is just about Easter egg and chocolate (For Christians the custom of giving eggs at Easter celebrates new life. Christians remember that Jesus, after dying on the cross, rose from the dead)	Explain the Christian belief in Jesus' resurrection and start to explain why this is so important to them  Explain my understanding and beliefs about 'life after death'
PSHE KSU  <b>Healthy Me</b>  <b>(Jigsaw PSHE)</b>  <b>Know...</b> <b>Know how to....</b>	Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy Know how to make healthy lifestyle choices Know how to keep myself clean and healthy, and understand how germs cause disease/illness Know that all household products including medicines can be harmful if not used properly Understand that medicines can help me if I feel poorly and I know how to use them safely Know how to keep safe when crossing the road, and about people who can help me to stay safe	<b>Theme:</b> Healthy Me <b>British Values:</b> Rule of Law, Individual Liberty, Mutual Respect <b>SMSC:</b> Social, Moral, Spiritual <b>Emotional Literacy:</b> Self-awareness, Motivation, Managing Feelings  Know what I need to keep my body healthy Know what relaxed means and explain some things that make me feel relaxed and some that make me feel stressed Understand how medicines work in my body and how important it is to use them safely Know how to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy ( <i>relates to Autumn 1 topic – Science – balanced diet – eatwell plate</i> ) Know how to make some healthy snacks and explain why they are good for my body Know which foods to eat to give my body energy	Some children may think: • feeling stressed and feeling angry are the same thing	Explain why my own and my friends' choices are healthy / less healthy  Talk about how it feels to make healthy and less healthy choices.

NB: Music is taught by specialist music teachers from Rock it! Music. Please see the Music Knowledge, Skills and Understanding Progression grid for further details.