

London's Burning

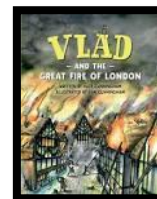
Learning Journey Showcase

Our learning journey showcase will be an opportunity for Year 2 to share everything they have discovered during this term's learning. We are looking forward to finding out more about the Great Fire of London; how it affected London then and the changes that have occurred since the Great Fire. We will share our artwork through our Art and Design Showcase and we look forward to sharing our Design and Technology project with our families.

The main **Class Texts and Poems** for this theme are:

Fiction:

- Toby and the Great Fire of London by Margaret Nash and Jane Cape
- Mr Fawkes, the King and the Gunpowder Plot by Tom Bradman and Tony Bradman
- Vlad and the Great Fire of London by Kate Cunningham



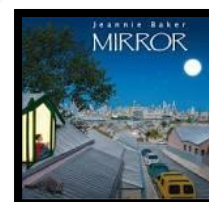
Non Fiction:

- How do we know about.. The Great Fire of London
- The Great Fire of London by Liz Gogerly
- All About... The Great Fire of London by Pam Robson



Poem:

- The Great Fire of London by Paul Perro



Picture Book

- Mirror

During this theme we will develop as

Mathematicians

As mathematicians the children will focus on:

- Fractions
- Addition and subtraction of 2-digit numbers
- Graphs
- Time
- Exploring calculation strategies

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

During the Spring term, the children will write:

- Poetry
- Narrative: Stories with recurring language
- Narrative: diary entry
- Report
- Letter
- Narrative: Traditional Tale retell

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will be finding out about:

Geographers

As geographers, the children will be finding out about their local area. They will:

<ul style="list-style-type: none"> • Living things and how we classify them as living, never lived or dead • Animal Habitats 	<ul style="list-style-type: none"> • Be looking at the different types of houses found in Thorne • Use a range of maps and plans • Identify and use the four points of the compass • Understand how our local area has changed
<p><u>Theologians</u> (RE)</p> <p>As theologians the children will discuss:</p> <ul style="list-style-type: none"> • What makes some places sacred? • How and why do we celebrate sacred times? <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children will be finding out about The Great Fire of London. We will think about:</p> <ul style="list-style-type: none"> • The causes • How people were affected • The impact
	<p><u>Citizens</u> (PSHE)</p> <p>The children will begin by looking at the units 'Dreams and Goals' and 'Healthy Me'. During these units, the children will think about:</p> <ul style="list-style-type: none"> • Our goals both in school and out of school • Persevering even when things get tough • Working cooperatively • Knowing how to keep our body healthy • What makes us feel relaxed or stressed • Sorting foods into their different food groups <p>This is not a statutory subject although the DFE state that it should be taught; however, schools have the flexibility to decide on their own content, based on their context.</p> <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p>
<p><u>Artists</u></p> <p>As artists, the children will be:</p> <ul style="list-style-type: none"> • Painting & printing • Able to mix all the secondary colours using primary colours confidently • Understanding how to make tints using white and tones by adding black to make darker and lighter shades • Beginning to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture • Using a suitable brush to produce marks appropriate to work. E.g. small brush for small marks • Investigating textures and producing an expanding range of patterns using a range of techniques; rolling, pressing, stamping, rubbing • Expressing links between colour and emotion • Using a range of techniques to copy an original print selecting the correct colours and equipment 	<p><u>Designers</u> (D&T)</p> <p>As designers, the children will make a pasty by:</p> <ul style="list-style-type: none"> • Researching and tasting existing products • Designing their own products • Making their products using a range of techniques and equipment • Sharing and evaluating their products

Musicians

As musicians, the children will listen to a range of songs, sing and play instruments.

We will focus on the following units:

- I Wanna Play in a Band – Rock style
- Zootime – Reggae style
- The children will be taught Glockenspiel stage 1 alongside their other units

We follow the Charanga scheme of learning for music.

Users of technology (Computing)

As users of technology, the children will learn about:

- How to stay safe online
- Effective searching
- Creating pictures

We follow the Purple Mash scheme of learning for computing.

Sports people

As athletes, the children will focus upon Gymnastics in Spring 1. Our unit is called Balance and Co-ordination. We will learn to:

- Perform a Teddy Bear roll
- Perform a pencil roll
- Make a 'happy cat' position
- Make an 'angry cat' position
- Balance on the floor
- Balance on apparatus
- Change direction on the floor and apparatus
- Identify body points to balance upon

End Of Unit Celebration Event: Gymnastics Presentation

For Spring 2 we will focus upon Dance. Our unit is called Dance The UK. We will learn to:

- Dance with a partner
- Demonstrate folk dance actions
- Demonstrate shapes such as star and arch
- Demonstrate happy and energetic dynamics
- Use the space to create different formations
- Move to the beat of the music

End of Unit Celebration Event: Dance Festival

We follow the IPEP scheme of learning for PE.

Spiritual, Moral, Social and Cultural (SMSC) citizens

In Year 2, we are going to focus on:

- Our aspirations
- Our goals both in school and out of school
- Persevering even when things get tough
- Working cooperatively

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will be **taking virtual tours of different London landmarks and comparing London now to how it was then.**

Key dates and school events that link to this theme include:

- Lent and Easter
- World Book Day
- Learning Showcase



Year 2 Spring Term Theme Map



These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.