



Year 2 Nightingales
Fire!
 Autumn 1st

Class Novels – Autumn 1

The Great Fire of London: An Illustrated History of the Great Fire of 1666 by Emma Adams
 Vlad and the Great Fire of London by Kate Cunningham
 Molly McDrew and the Great Fire of London by Naomi Joslyn



Topic Overview:

Our topic this term is predominantly history based. We will be learning about the key events of the Great Fire of London and understanding the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century; also make comparisons with present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. They will begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.

Hook:

Play The Great Fire of London interactive game.

Outcome:

Essex Fire Museum Visit

What's being covered?

Maths	Place value, addition and subtraction and geometry.	
English	Non – chronological reports, How to use different sentences in stories, Poetry	
	Topic	Skills
History	<u>The Great Fire of London</u>	- Events beyond living memory that are significant nationally and globally. - Understand the methods of historical enquiry - The lives of significant individuals in the past who have contributed to national and international achievements.
DT	<u>Structures</u> The Kings Chair	- Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. - Select new and materials, components, reclaimed materials and construction kits to build and create their products - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.
Music	<u>Charanga</u> Hands, Feet, Heart.	- To know some songs have a chorus or a response/answer part. - To know that songs have a musical style. - To listen and appraise different styles of South African music.
Computing	<u>Information technology around us</u>	- Develop their understanding of what information technology (IT) is and will begin to identify examples. - Discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries.

		Investigate how IT improves our world, and they will learn about the importance of using IT responsibly.
PSHE	<u>My Healthy Self:</u> How we look after our bodies?	- Identify how to respond if there is an accident and someone is hurt. - Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.
RE	<u>Big Question:</u> Why is light an important symbol?	- Retell at least one narrative where light is an important symbol. - Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. - Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.
PE	Fundamentals Ball Skills	- Compete against self and others in teams and individually. - To evaluate their own performance. - To develop existing throwing and catching skills, while introducing new skills for children to practise and develop. - To evaluate their own performance.