

## CLASS TWO THEME WEB – Spring Term – Fire! Fire!

### English

- TEXTS: 'Vlad and the Great Fire of London' by Kate Cunningham & 'Who's Afraid of the Big Bad Book', by Lauren Child
- Identifying and using in their writing: coordinating and subordinating conjunctions, sentences with different forms (statements, questions, commands and exclamations), adverbs, expanded noun phrases (adjectives).
- Writing a fact file / report about Samuel Pepys.
- Writing a recount about the events of the Great Fire from the point of view of a character.
- Exploring and writing information texts.
- Reading, exploring and writing traditional tales (including writing an alternative tale).
- **READING COMPREHENSION** – Continuing to build upon core reading comprehension skills. In particular, focusing on inference, prediction and vocabulary. Non-fiction, fiction and poetry texts will be used surrounding the class theme of the Great Fire of London.

## FIRE! FIRE!



### History

- Knowing about events beyond living memory that are significant nationally or globally – the Great Fire of London.
- Knowing what a number of older objects were used for.
- Knowing about an event or events that happened long ago, even before their grandparents were born.
- Knowing what we use today instead of a number of older given artefacts.
- Knowing that children's lives today are different to those of children a long time ago.
- To name a famous person from the past and explain why they are famous.
- Exploring eye witness accounts of the events of the Fire, focussing on Samuel Pepys' diary entry.
- Recognising the different building materials that were used and the changes that took place in London as a result of the fire.
- Exploring how London changed after the Great Fire and the reasons why.
- Discussing the question – Was the Great Fire a good thing for London?

### Maths

- Comparing, ordering and estimating numbers to 100 and beyond on a numberline.
- Counting in steps of 2, 3, 5 and 10 from any number, forwards and backwards.
- Recognising place value in two-digit numbers.
- Writing numbers to at least 100 in numerals and words.
- Calculating addition and subtraction facts within 20.
- Adding and subtracting: a two-digit number and ones, three one-digit numbers and two two-digit numbers.
- Recognising and using the inverse relationship between addition and subtraction to solve missing number problems.
- Remembering that addition can be done in any order (commutative), whereas subtraction cannot.
- Rounding numbers to the nearest 10.
- Solving word and reasoning problems involving number, place value, addition, subtraction, multiplication and division.
- Revising the 2, 3, 5 and 10 times tables.
- Calculating multiplication and division facts within these tables.
- Learning that multiplication of two numbers can be done in any order (commutative), whereas division cannot.
- Recognising, finding and writing fractions of shapes and numbers.
- Measuring length/height, mass, volume/capacity and temperature using standard units.

### Science

- Distinguishing between an object and the material from which it is made.
- Knowing and naming a variety of everyday materials that objects are made from, including wood, plastic, glass, metal, water and rock.
- Know why a material might or might not be used for a specific job.
- Know about the properties of everyday materials
- Know how materials can be changed by squashing, bending, twisting and stretching
- Investigating why certain clothing items are made out of particular materials.
- Investigating which materials are waterproof.

### PSHE

- Keeping Myself Safe: A series of lessons covering topics such as:
- *safe use of medicines.*
- *safe and unsafe situations.*
- *knowing when to say 'yes', 'no', 'ask an adult' or 'tell an adult'.*
- *knowing that not all secrets should be kept.*
- Rights and Responsibilities: A series of lessons covering topics such as:
- *getting on with others.*
- *how to deal with impulsive behaviour.*
- *feeling safe.*
- *spending and saving money responsibly.*

### PE

#### Real PE

##### Cognitive skills focus

- Dynamic balances
- Static balances on a small base

##### Creative Skills focus

- Counter balancing in pairs
- Co-ordination ball skills

#### Atlas

##### Multi skills

- To roll, bounce and dribble a ball.
- To know how to do a bounce and chest pass.
- To kick and strike a ball.

#### Dodgeball

- To know the rules of dodgeball.
- To attack and defend.
- To improve footwork and to introduce strategies within dodgeball.
- To compete in dodgeball games.

### Computing

#### Spreadsheets

- Reviewing prior use of spreadsheets
- Using a spreadsheet to add amounts
- Creating a table and block graph
- To show that the information provided on pictogram is of limited use beyond answering simple questions
- To use YES or No questions to separate information.

#### Questioning:

- To use yes/no questions to separate information.
- To learn about data handling tools that can give more information than pictograms.
- To construct a binary tree to identify items.
- To use 2Question (a binary tree database) to answer questions
- To use a database to answer more complex search questions.
- Reviewing prior use of spreadsheets
- Using a spreadsheet to add amounts
- Creating a table and block graph
- To show that the information provided on pictogram is of limited use beyond answering simple questions
- To use YES or No questions to separate information.

### RE

#### RELIGION OF ISLAM

- Learning about the Prophet Muhammed and his meaning to Muslims.
- Listening to and discussing stories about Muhammed and the impact of his life on Muslims.
- Learning about how Muslims believe the Qur'an came to Muhammed.
- Learning about the Five Pillars of Islam.
- Reflecting on how the religion of Islam affects the lives of Muslims and which lessons the children could take into their own lives.

#### RELIGION OF CHRISTIANITY

- Recognising that Incarnation and Salvation are part of a 'big story' of the Bible.
- Telling stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognising that Jesus gives instructions to Christians about how to behave.
- Giving at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Thinking, talking and asking questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven.

### Music

- To play tuned and untuned instruments musically.
- To use instruments to perform and choose sounds to represent different things.
- To make different sounds with voice and with instruments.
- To follow instructions about when to play and sing.
- To say whether they like or dislike a piece of music