St Dennis Primary Academy

Year: 2

Term: Spring 1

Big Question: How was the Great Fire of London great?

Curriculum Drivers

Stunning Start:

Visit from the Lady Time traveller

Fabulous Finish:

Silhouette artwork based on the Great Fire of London

Real life experiences

Visit from the Lady time traveller

Exploring the jobs available in St Dennis

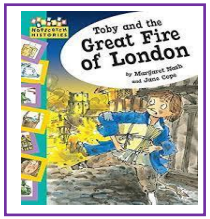
English

RWI and Get Writing

Storytelling Text: The Great Fire of London

Wider Curriculum Writing: Diary from the Great Fire of London

Novel Study Text: Toby and the Great Fire of London



Assembly Theme: Achievement

Emotional Literacy:

How do I feel? / My zones across the day / Caution! Trigger ahead

Wellbeing

Zones of regulation sessions
Daily mile
Go Noodle stretches, routines and breaths
Hand hygiene
Safe use of medicine

Mathematics:

Measurement: Money

- Count money- pounds and pence
- Compare amounts
- Calculate amounts
- Find change
- Two=step problems

Oracy

Physical: To speak confidently in full sentences when responding to questions about book study and the Great Fire of London

Linguistic: To use correct vocabulary when discussing the Great Fire of London and how Muslim's live.

Cognitive: To make connections between their own lives and how Muslim's live.

Social and Emotional: turn and track the speaker, giving noddies of encouragement for them to share their ideas.

Drawing club:

- Homophones
- Adjectives using -ful and -ness
- Questions and commands
- Verbs
- Singular and plural
- Adverbs with -ly

Number: Addition and Subtraction

- Addition and subtraction- numbers to 100

Number: Multiplication and Division

- Making equal group- grouping and sharing
- X2 table
- Using arrays

Environment and Community

Tri-Services Officer from St Dennis visit to talk about fire safety.

Key Skills Session:

Mastering Number: Weeks 10-15
Number bonds to 10 and 20
Maths jotter fluency

	History 	RE 	Computing 	Design Technology 
Unit title:	**Themes:** Society **Unit:** How was the Great Fire of London great?	**Religion:** Islam **Unit:** Who is Muslim and how do they live? (Unit 15)	**Area:** Programming **Unit:** Robot algorithms **Natterhub:** Secure it	**Area:** Mechanisms **Unit:** Fairground wheel
Builds On:	**Year:** 2 **Term:** Autumn 1 **Unit:** Who were the great monarchs?	**Year:** 1 **Term:** Spring 1(Different religion) Who is Jewish and how do they live? (Unit 9)	**Year:** 1 **Term:** Summer 2 **Unit:** Programming animations	**Year:** 1 **Term:** Summer 1 **Unit:** Wheels and axles
Memory Master:	Give 3 key facts about Queen Victoria and Queen Elizabeth I stating how they were similar	Discussion with class mind map about how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)	Revisit what Bee-bots are (robots) and how they work. Look at buttons and how we need an algorithm which is a set of instructions.	Kapow quiz from wheels and axles unit
Lesson Sequence:	What was Stuart London like?	What do people think about God? What do Muslims think about God?	I can describe a series of instructions in a sequence.	**Research –** I can research how Ferris wheels are made. I can research how mechanisms work
	What are the similarities and differences between 1666 and now?	What do some of the Muslim 99 Beautiful Names for God mean?	I can explain what happens when we change the order of instructions.	**Skills –** I can choose appropriate materials I can make a wheel on an axle that turns effectively I can make safe holes
	How did the fire start and how did it spread?	What does the Shahadah say about Muslim beliefs?	I can predict the outcome of a program.	**Design –** I can design a Ferris wheel
	What was the impact of the fire?	Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like?	I can explain that programming projects can have code and artwork.	**Make –** I can make a Ferris wheel that turns
	How was London rebuilt after the fire? Show what you know.	Why is the Prophet Muhammad so important to Muslims?	I can design an algorithm.	**Evaluate –** I can evaluate the success of my Ferris wheel by testing how easily it turns
		What do Muslims do because they love to treat the Quran with Respect? Show what you know	I can create and debug a program that I have written,	
Composite:	Mind-map of reasons for fire and a design to show how rebuild could be safer now.	Children work as a pair to devise a simple one-page guide for treating the Qur'an, which could be shared with children in Year 1.	Children design an algorithm to program a Bee-bit.	To design, make and test a Ferris wheel
Impact:	Children can use maps, paintings, letters and diary entries to find out about the past and how it was represented. They use these to answer questions and begin to write own questions including thinking about how and why. They can describe significant events through pictures and words, explaining what changes occurred because of them.	Children recognise importance of the words of the Shahadah and identify beliefs about God found in the Shahadah and the 99 names of Allah. They can give examples of how stories about the Prophet show what Muslims believe about Muhammad and how Muslims use the Shahadah to show what matters to them. They can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions and Muslims put their beliefs about prayer into action.	Children understand a series of instructions and different algorithms by changing the sequence of commands. They can predict what a sequence of commands will do They can follow sequences of instructions including moving forwards and backwards and turning left and right. And plan a series of instructions for someone else to follow.	Children will continue to build their understanding of the importance of a design that fits a brief. They will consider the best materials to use to achieve a desired outcome. They will begin to improve their model through testing.

	Art and Design 	Physical Education 	Sport 
Unit title:	**Technique:** Printing **Artist:** Richard Norman Shaw	**Learning focus:** Cognitive **Unit:** REAL PE	**Unit:** Hockey
Builds On:	**Year:** **Term:**	**Year:** 2 **Term:** Autumn 1 **Unit:** REAL PE	**Year:** 1 **Term:** Spring 1 **Unit:** Hockey
Memory Master:		N/A	N/A
Lesson Sequence:	**Artist –** I can recall the key facts about architect Richard Norman Shaw	**Warm up games** Race walking Stuck in the mud **Fundamental Movement Skills** Dynamic balance – On a line Static balance - Stance **Skills Application** Balance circuit Creating dynamic Balance pathways Balance circuit Below the knee Develop stance combinations Balance sequences	I can move into space showing awareness of others.
	Imitate – I can use line and shape to draw Tudor houses.		
	Experiment – I can experiment with Monoprinting.		I can move with control.
	Plan – I can plan my monoprint.		I can pass/receive a ball with control.
	Create – I can create a repeated pattern		I can dribble a ball using a hockey stick.
	Evaluate –I can review and revisit my creation.		I can move towards a goal to defend it.
			I can compete against others trying to score.
Composite:	Children will develop and apply their skills and knowledge in Monoprinting to create a repeated pattern inspired by Tudor houses.	Children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.	Children play 3 v 1 game where aim is to score as many points as possible before the defender touches the ball.
Impact:	The children will have developed their knowledge and skills in Monoprinting technique. The children will have an awareness of an architect. The children will have used their sketchbooks to develop their ideas and skills.	REAL PE – Cognitive Cog Children can explain why someone is working or performing well. With help, they can recognise similarities and differences in performance,	Children pass a ball with control and increasing accuracy and consistency. They develop fundamental movement skills, becoming increasingly competent, moving fluently, changing direction and speed – with and without a ball.

	PSHE 	PSHE 	PSHE (Drugs and Alcohol Education Week) 
Unit title:	**Brook Learn 1** **Unit:** Learning About Work	**Brook Learn 2** **Unit:** Hand Hygiene	**Theme:** Keeping Safe
Builds On:	New Learning	**Year:** Year 1 **Term:** Spring 1 **Unit:** Our Health	**Year:** Year 1 **Term:** Spring 1 **Unit:** Medicines and People Who Help Us
Memory Master:	N/A – new theme	Name different ways we can keep our bodies healthy	Name ways that medicine can help us stay healthy.
Lesson Sequence:	I can identify my own and other's strengths.	I can understand that infection can be spread through touch.	I can explore substances and situations that are safe or unsafe.
	I can explain what a job is and why people do them.	I can understand that we can pick up microbes through things we touch and spread them to others.	I can identify some hazardous substances.
	I can describe some community jobs.	I can understand that we wash hands to remove microbes.	I can consider safety rules for at home and school.
	I can explain what makes someone good at their job.	I can understand that washing hands is the best way to prevent the spread of microbes.	
		I can understand the benefits of using soap and not just water.	
Composite:	Matching images to the jobs people do.	Pepper and water experiment.	Identifying hazards in a given scene.
Impact:	Pupils will be able to name their strengths and be aware of different job opportunities available to them.	Children will know how to wash their hands thoroughly and the importance of this.	Pupils know that household products and medicines can be harmful and rules keep us physically and emotionally safe.