

Fire! Fire! Knowledge Outcomes:

- The Great Fire of London started in a bakery on Pudding Lane in 1666.
- The fire spread quickly because the buildings in London at that time were made mostly of wood and straw and were very close together.
- We know about the fire because of written sources from the time, such as Samuel Pepys' diary.
- King Charles II ordered buildings to be pulled down to stop the spread of the fire.
- There were 6 recorded deaths from the fire.
- After the fire, St Paul's Cathedral was rebuilt and the Monument was built to remember the tragedy.

Key Vocabulary:

Spread	smoke
Plague	narrow
Rapidly	destroyed

PSCHE:

PSCHE: What helps us to stay safe?

Understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/

household products and online)

Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take

steps to avoid or remove themselves from them

Learn how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets

Learn how not everything they see online is true or trustworthy and that people can pretend to be someone they are not

Know how to tell a trusted adult if they are worried for themselves or others

R.E.: Christianity - How important is it to Christians that Jesus came back to life after His crucifixion?

Retell the Easter story and understand what Jesus' resurrection means for Christians.

Explore what children believe happens to you when you die and discuss how we remember people close to us.

Recall what Christians believe happened on Easter Sunday.

SPRING TERM 2 Curriculum Newsletter Fire! Fire! Year 2

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 2 Success and Challenge cards:

5. I am able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
6. I am able to write simple fractions e.g. $\frac{1}{2}$ of 6 = 3
7. I am able to recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
9. I am able to solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods
10. I am able to recognise patterns within the number system up to and beyond 100

Understanding of the World

History:

Learn about events beyond living memory that are significant nationally or globally - the Great Fire of London

Science: Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Computing:

Computing: iSearch

To understand that the world wide web contains large amounts of information
 To use links to navigate a website
 To know that the world wide web can be used to answer questions
 To navigate a website user hyperlinks
 To locate specific information using a website
 To collect information from a number of different online sources

Physical Development

This term children will learn

PE lessons will be on:

Striking and Fielding

To strike a ball consistently using different pieces of equipment including feet and hands, to adjust according to the size of the ball.
 Send a ball off a tee using a bat or a racket.
 Strike the ball using transferable skills.
 Coordinate my movement so that I can strike the ball

Express:

Our very own Great Fire of London!

Important Dates:

All Booked Up: 5th March

Marcus Rashford Day: 17th March

Expressive Art and Design

Music: Composing

Create music in response to a non-musical stimulus.
 Improvise simple question and answer phrases in pairs, sung or played on untuned percussion.
 Recognise how graphic notation can represent created sounds.

English

In English, this half term children will be working on the following objectives from the Year 4 Success and Challenge cards:

- 40. I am able to add the endings -ment, -ness, -ful, -less, -ly to spell longer words.
- 43. I am able to spell some words with contracted forms.
- 1. I am able to write about things I have done and things that others have done.
- 2. I am able to write a long piece of text about a real event.
- 6. I am able to plan my writing by writing down ideas and/or key words and new vocabulary.
- 14. I am able to add the suffix -ness to words to make new words e.g. sadness, darkness
- 16. I am able to use the coordinating conjunctions and, or, but
- 17. I am able to use the subordinating conjunctions when, if, because
- 18. I am able to use expanded noun phrases in my writing e.g. the blue butterfly, the big hairy monster.
- 19. I am able to use a question sentence in my writing.
- 20. I am able to use a command sentence in my writing. 21. I am able to use an exclamation sentence in my writing.
- 22. I am able to use a statement sentence in my writing.

What are we writing this half term?

Narrative	Non-chronological report	Setting description	Diary entry
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This half term, we will be reading the books:

Toby and the Great Fire of London

Vlad and the Great Fire of London

You wouldn't want to be in the Great Fire of London

Strength Lies in Difference

Children to understand what the term stereotype means
 Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype