

## Year 2 Topic Plan: Spring B: The Great Fire Of London

	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<b>Literacy</b>	BIG WRITING related to our theme week. GFOL Mystery reading for inference	Introduce Talk 4 writing story and retell using a map. Adapt the story as a class and retell using story maps.	Plan and write own warning stories based on talk for writing story and Beatrix Potter stories.	Stories by the same author- Julia Donaldson Room on the broom Commas, apostrophes	Big write, eye witness account Using commas in a list and using possessive apostrophes.
<b>History</b>	GFOL mystery Why did fire start? What happened in the GFOL? What were the main events? Timeline	Why did the fire spread so far and stay alight for so long? Diamond rank How was the fire fought?	How do we know what happened in the GFOL. Eye witness account of Samuel Pepys.	Evidence -how do we find out about the fire? What were the effects? Why would such an event not happen again?	Plan and write an eye witness account of the fire
<b>PHSE</b>	Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language. <u>Question gender stereotypes</u>	Respecting the difference of others: case studies of George, Ollie and Ruby. Tackling racism (including towards travellers) and the issue of disability.	Show racism the red card: Explore the concept of racism and what it means. Create posters to encourage respect and discourage racism.	<b>Frog and the stranger</b> Respond positively to the diversity of individuals and groups, including questioning stereotypes. How to deal positively with people of various cultures moving into an area. Question views of others.	Recognise, name and understand their emotions and those of others. How do we cope with strong emotions?
<b>ART</b>	Mother's day cards  Look at illustrations of Great Fire of London. Focus colour / background/foreground Why are there no photos? Children given section of an image of fire picture to extend from imagination.	Model creating quick composition using charcoal. Discuss scales of buildings compared to people. Create own composition with charcoal.	Look at use of colour and texture in paintings of fire. Introduce idea of creating collage inspired by the fire of London. Create backgrounds using red/orange /brown tissue. Overlap to create different tones of colour.	Remind children of work done on scale in compositions and foreground background work. Children to add buildings to foreground using black paper to create texture.	Children evaluate each other's work. Has colour been used in a realistic way? Is there good use of scale? What catches your eye and why? What could make the composition even more successful?
<b>ICT</b>	Intro to branching databases - Guess who.	Paper-based intro to flexitree drawing out own keys. Explore ready- made flexi tree branching data bases.	Using flexitree to create own questions and answers.	None due to Easter cards	Using flexitree to create own questions and answers. Explore each other's.
<b>RE</b>	Easter/Spring symbols. What are the symbols and what do they mean? Which are religious and which are cultural?	What happened on Palm Sunday and how did the people feel? What might they be saying? Drama	Demonstrate Easter cards using Easter symbols.	<b>DOUBLE LESSON</b> Easter cards	Easter week: What were the events of Easter week, what was the order and why are the events important
<b>PE</b>	Gymnastics travelling changing speed, level direction and exploring balances both individually and with a partner,	Exploring varied sequences on apparatus including balances.	Gymnastics: Practise the skills of log rolls and forward rolls/ using apparatus to explore sequences including rolls	Gymnastics using apparatus to explore a wide range of jumps. Discuss landing safely and how to bend knees.	Gymnastics using apparatus to explore varied sequences with a partner with a clear beginning and end.