

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>
Literacy	*Punctuation: capitals for proper nouns *Adverbs *Spelling of plurals es *GFOL Mystery reading for inference	Introduce Talk 4 writing story and retell using a map. Reading comprehensions Spellings er est Y to i plurals	Adapt the T4W story and retell using story maps. Commas ey phonics Conjunctions	Plan and write own warning stories based on T4W and BP stories. Using possessive apostrophes	Big writing: Write an eye witness account of the Great Fire Of London. Poetry about the fire
History	GFOL mystery lesson Why/where did fire start? What happened in the GFOL? What were the main events? Who was involved? Timeline of the spread of the fire.	Why did the fire spread so far and so quickly and stay alight for so long? Diamond rank reasons 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
PHSE	Question male/female stereotypes. Sort statements as to whether they refer to the boy or girl. Discuss why could be either. Discuss jobs stereotypically male or female and dispel.	Question stereotypes Identify and respect similarities / differences between people: physical appearance, culture, family, religion, language. Respecting others: case studies George a traveller Ollie who is visually impaired, Ruby who is a Hindu. Question stereotypes of race, culture, disability		Show racism the red card: Explore the concept of racism and what it means. Create posters to encourage respect and discourage racism.	The Frog and the stranger Respond positively to diversity questioning stereotypes. Deal positively with people of diverse cultures moving into an area. Challenge views of others.
ART	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 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 chn of work on scale in compositions and foreground background work. Chn add buildings to foreground using black paper to create texture. Children evaluate each other's work. Is colour used in a realistic way? Is there good use of scale? What catches your eye and why? What could make it more successful?
ICT	Intro to branching databases - Play Guess who in order to ask the right questions. Paper-based branching databases asking questions /draw out a tree.	Using branching data base on J2E to create own questions and answers.	Using J2E to create own questions and answers. Explore each other's.	None due to Easter cards	
RE	How do religions mark beginnings and endings? Explore beginnings and endings in our own lives.	How do Sikhs celebrate New Year?	How do Sikhs welcome a new baby	How do Christian's mark the beginning of their journey of faith? Include Jehovah's witness baptism.	What does resurrection and "new life" mean in the context of the Christian story of Easter?
PE	Dance: Finding a 4 beat rhythm with the music and following a set of actions. Games multiskills TBC	Create own set of actions to a 4 beat rhythm and teach other groups. Do each set. Games multiskills TBC	BBC radio dance and drama about GFOL Games multiskills TBC	BBC radio dance and drama about GFOL Games multiskills TBC	BBC radio dance and drama about GFOL Games multiskills TBC