

Science
living things & their Habitats

- classify things by living, dead or never lived.
- explain how a specific habitat provides for the basic needs of things living there (plants and animals) and can match them to their habitat.
- name some different sources of food for animals and can explain a simple food chain.
- identify and name animals and plants in their habitats including microhabitats.
- explain the relationship between animals and plants living in habitats, giving examples from more than two contrasting habitats.
- draw and label a food chain with scientific vocabulary.

Year 2– Spring 1
Fire, Fire

Humanities
(Geography, History, Global Learning)
Great Fire of London

Significant events beyond living memory

- Significant historical local event ‘Great fire of Newcastle’ (1854)
- Sequence and describe the events of the great of fire London and the great fire of New-castle.
- Describe the changes that were made in response to the fire.
- Know some of the London landmarks s that are still around today.
- Know some of the landmarks in Newcastle / Gateshead that are still around today.

English
Reading:

- The great fire of London by Emma Adams, James Weston Lewis
- Toby and the Great Fire of London by Margaret Nash.
- A range of Non-Fiction Texts about the Great Fire of London

Writing:

Recount write diary entries from the point of view of the cat that Samuel Pepys saw being rescued from the ashes,

Inform- Pages of non-fiction books linked to Great fire of London and based on books that have been read.

Persuade– Letter of advice to the new architect Sir Christopher Wren

Longer narrative: Describe: Detailed description of a setting from the story or description of a character

Poetry- Fire, Fire.

Drama-

Role play interviewing the Baker from the Fire of London: Michael Fenninger

Key dates for your diary

Monday 27th February—School trip to the discovery museum

World Book day 4th March .

PE

Team building

Art and Design Technology
ART:

- Artist study: William Morris
- Design and create own printing pattern/shape e.g. potato and polyblok

DT
Wheels/Axles focus

Link to Great Fire topic. Product: Emergency service vehicle.

- To research existing emergency vehicles (look at how they have changed, what would have been
- helpful during the great fire)
- To explore and use mechanisms, e.g. wheels and axels on everyday objects/toy vehicles
- To investigate using and creating wheels and axels.
- To sketch new ideas, label the key parts and talk about the ideas.

Computing
E-Safety Knowledge and understanding (Digital Literacy and research)

Children will learn how to blog safely creating a class blog about our topic the great fire of London and The Great Fire of Newcastle/Gateshead.

Spiritual, Moral, Social and Cultural (SMSC, RE, PSHCE)
RE
Ideas about God in Christianity and Judaism

- What do believers mean when they say that God is the creator of the Universe?
- What do Christians and Jewish people think God is like?
- What does God being active in our everyday lives mean to Christians and Jewish people?
- How do Christians communicate with God?
- What reminders of God are important to Jewish people?
- What does the concept of God mean to you?

PSHCE- Relationships

Children will be learning about a wide range of feelings and how to manage them. We will learn about how sp cial people make a difference to our lives

Maths

- Addition and subtraction of 2-digit numbers
- Multiplication and division
- Multiplication focus x5
- Maths Mastery