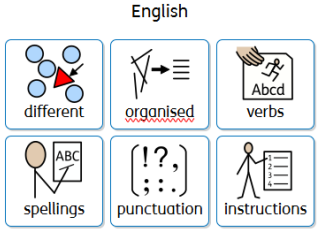
Year 2, Term 4
The Great Fire of London
How did London Change after 1666?

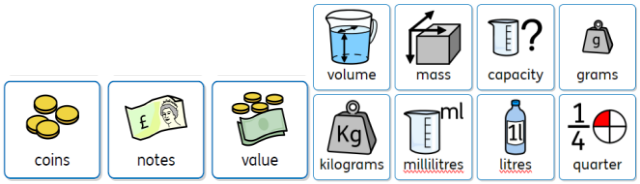
English

- I can write for **different purposes**.
- I can comment on the way that **non-fiction text is organised** and can see how this helps the reader to find wanted information.
- I can use **fronted adverbials** to put instructions in order.
- I can tell the reader what to do using **imperative (bossy) verbs**.
- I can use a range of KS1 **puncutation**.
- I can spell **common exception words** for Key Stage 1.
- I can use the **spellings** I have learnt in my writing.



Maths

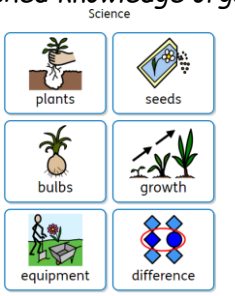
- I know the 2, 5 and 10 **times table**.
- I can divide by 2, 5 and 10.
- I can recognise **coins** and **notes**
- I can **combine amounts** to make a **particular value**
- I can **solve simple problems** involving addition and **giving change**.
- I can compare **mass**, **volume** and **capacity**.
- I can measure in **grams** and **kilograms**
- I can use all four operations to **solve problems** involving mass, volume and capacity.
- I can measure in **millillitres** and **litres**.



Science – Plants

- I know the difference between **seeds** and **bulbs**.
- I can design an **experiment** to find out what plants need to **grow**.
- I can **observe** and **record** the **growth** of **plants** over time.

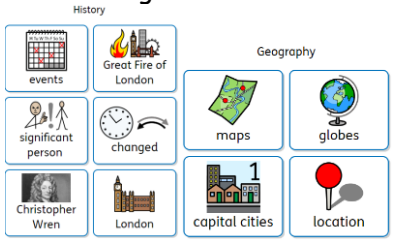
Please see the attached knowledge organizer for Science.



Geography/History

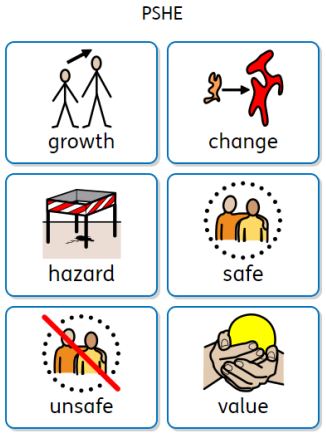
- I can use **maps** and **globes** to find the UK and the countries within it.
- I can name the **capital cities** of the UK.
- I can locate **Maidstone** on a map.
- I can use simple **fieldwork** and **observational skills** to study our **locality**.

- I can place **historical events** in order and use common phrases about time.
- I can find out about the lives of **significant individuals** in the past – **Samuel Pepys** and **Christopher Wren**.
- I can recognise that my life is different to the lives of people in the **past**.
- I understand there are reasons why people in the past acted as they did.
- I can give ways that **London** has changed since **1666**.



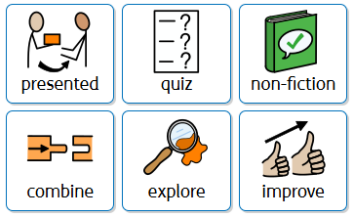
PSHE

- This term's core value is '***Growth and Change***'
- We are learning about **hazards**.
- I know what a **hazard** is.
- I know what is **safe** and **unsafe** to play with.
- I know what is safe and unsafe to eat/drink.



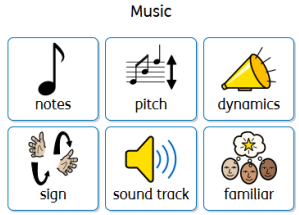
Computing

- I can explore how a story can be **presented** in different ways.
- I can make a **quiz** about a story or class topic.
- I can make a fact file on a **non-fiction** topic.
- I can make a presentation to the class.
- To be **introduced** to making music digitally using 2Sequence.
- To explore, edit and **combine** sounds using 2Sequence.
- To add sounds to a tune to improve it.



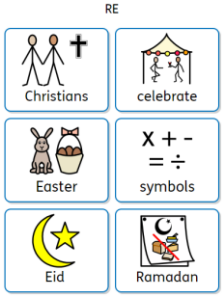
Music – Charlie Chaplin/GFOL

- I can understand and use notes of different **duration**.
- I can understand and use notes of different **pitch**.
- I can understand and use **dynamics**.
- I can compose a soundtrack to a clip of a silent film.
- I can sing and sign a **familiar** song.



RE

- I can identify some ways that **Christians** celebrate **Easter** and retell Easter stories.
- I can suggest meanings for symbols and actions.
- I can identify some ways that **Muslims** celebrate **Eid** and **Ramadan** and retell stories about to Eid and Ramadan.
- I can identify some ways Jewish people celebrate Passover and retell stories about **Passover**.



PE – Sending and receiving/ball skills

- I can **roll** a ball towards a **target**.
- I can **track** and **receive** a rolling ball.
- I can **send** and receive a ball with my feet.
- I can develop my **catching** and **throwing** skills.
- I can send and receive a ball using a **racket**.

- I can develop rolling a ball to hit a target.
- I can develop stopping and rolling a ball.
- I can develop **dribbling** a ball with my feet/hands.
- I can develop **kicking** a ball.

Home learning project ideas

Make a poster showing modern inventions that help protect us from the dangers of fire. E.g. fire engine, fire extinguishers, smoke alarms, fire drills, phone to call 999, fire blankets.



Learn what your address is so that if you ever needed to call the emergency services you could tell them where you live.

Samuel Pepys wrote a diary detailing the events of The Great Fire of London in 1666. Can you write a diary about your weekend? Remember to write it in the past tense. Try to include sentence openers such as; first, then, next, after that, and adjectives.


Samuel Pepys


diary

Draw and label the modern skyline of London. What landmarks can you see?

Or create a piece of art showing the Great Fire of London from 1666.

Use junk modelling to create a house that would have been found in London at the time of The Great Fire.

Using the QR code below, can you play the game and answer the questions correctly about the Great Fire of London.


Go for a walk and look for signs of Spring. Help in the garden and look closely at the plants. Do you know any of their names? Can you grow a plant from a seed or a bulb? Take some photos to show us how it is growing.


spring


seed


bulb


soil


water


plant

Knowledge Organiser: Plants

Careers connected to plants:
horticultural management, plant biologist, plant pathologist

Lesson Sequence

1. Know the differences between seeds and bulbs

2. Design an experiment to find out what plants need to grow

3. Describe what plants need to grow and stay healthy

4. Describe the life cycle of a plant

5. Observe and record the growth of plants over time

6. Understand that plants adapt to suit their environment

What Plants Need to Grow

Plants need **water** to survive. Plants get water through their roots.

Plants need the right **temperature** to grow.

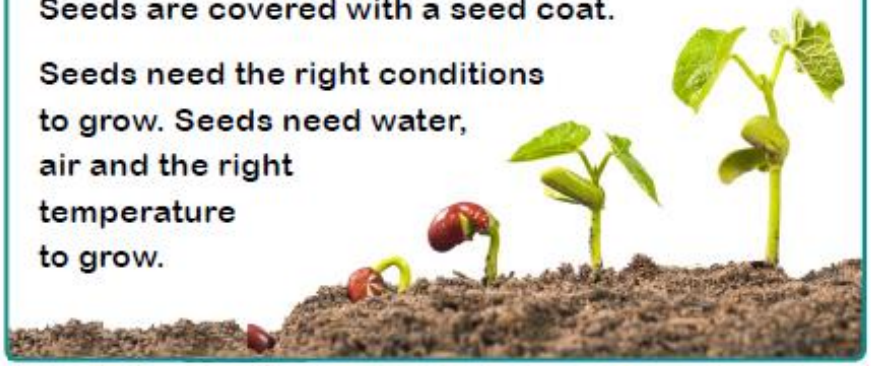
Plants need **sunlight** to help them grow and make their own food.

Plants need **room** to grow. Plants need time to grow. It can take days, months or even years for them to grow.

Life Cycle of a Plant

A plant **germinates** when it starts to grow. Inside a seed/bulb is the baby plant. Seeds are covered with a seed coat.

Seeds need the right conditions to grow. Seeds need water, air and the right temperature to grow.



Life Cycle of a Plant

Plants begin life as **seeds or bulbs**. They need soil, air and water to grow. Plants grow into young plants called **seedlings**. Plants grow **flowers and fruits**. These produce seeds. When the plant pollinated the seeds find their soil. The process starts again!