

## Greenmount Primary School – Medium Term Planning

**Date** November 2019

**Year Group** Two

**Teacher** Mr Hillier/Mrs Dubbins

### **Title**

The Great Fire of London

### **Outline, including purpose and audience ~**

This topic starts with a fire drill and/or visit from the fire brigade to excite and engage children in finding out more about how we fight fires today compared with how fires were fought in the 17th century. The children then generate questions about the Great Fire of London, research the answers and finally write reports for a class newspaper 'Great Fire' special edition.

The children will find out about the famous diarists Samuel Pepys and John Evelyn who were writing at the time of the Great Fire of London. The children will learn about diary writing and write their own diary entry, role-play incidents from the Great Fire that were captured in diary entries at the time, take a 'freeze-frame' photograph of a key moment and add speech bubbles depicting the emotions of people in the scene, use a quill pen and ink to write a realistic diary entry about the Great Fire and make your own authentic looking 'Samuel Pepys' diary. They will then read their diary to other children in a 'coffee house' setting.

The children will next consider the design of buildings, the properties of building materials and the contrast between the materials used in modern buildings and around the time of the Great Fire of London. They will research the methods used to build Tudor buildings and explore the use of wattle and daub to build walls. After making 3D models and 2D collages of Tudor homes, they will decide whether or not to re-enact the Great Fire of London.

Finally, a visit from 'Mr Pepys' will be the catalyst for the class to become Stuart estate agents and to write descriptions of their properties.

### **Opener ~**

Visit to the local fire station to explore modern fire fighting techniques and assist children to generate questions about the Great Fire of London.

### **Outcome/event ~**

Visit from Mr Pepys for the children to share their estate agent descriptions with.

Subject Focus ~ History	Subject Focus ~ Science	Subject Focus ~ D/T
<p>Begin to realise things have not always been the same as today.</p> <p>Develop some understanding of chronology.</p> <p>Find answers to their questions about the Great Fire of London.</p> <p>Learn about the events of the Great Fire of London.</p> <p>Be taught about events beyond living memory that are significant nationally</p> <p>Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Be taught about the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, and metal.</p> <p>Describe the simple physical properties of everyday materials.</p>	<p>Design purposeful, functional, appealing products for themselves.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups + ICT.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a range of materials, including textiles according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>

Social, Moral, Spiritual and Cultural dimensions - please note specific aspect covered

**Living in the wider world - Economic wellbeing and being a responsible citizen**

- Through looking at fire safety children will learn to have respect for others and the importance of responsible behaviours and actions. That there are agreed rules and understand how these agreed rules helps them.
- Children will consider the importance of respecting and protecting the built environment and about the ways some people (emergency services) help them.

**Relationships**

- In discussing the past events of The Great Fire of London children will share their opinions and explain their views with individuals and whole class.

**British Values**

- London's importance as our capital city.
- The study of historical buildings and famous people of the Britain's past.

English Application and opportunities for writing ~	Mathematics Application and opportunities for problem solving/investigation ~
<p>Able to identify past tense, some irregular and regular spelling patterns.</p> <p>Write reports, using the past tense consistently and correctly.</p> <p>Proof read their own writing, and that of a peer, suggesting and making improvements.</p> <p>Begin to think about and ask questions to lead us into research.</p> <p>Record their questions using a question mark.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic.</p> <p>Write about real events.</p> <p>Be taught about punctuation: use of question marks to demarcate sentences.</p> <p>Learn how to use sentences with different forms: question, exclamation, command.</p> <p>Find answers to these questions by reading non-fiction books.</p> <p>Learn about the structure of non-fiction books - contents page, index, glossary, sub-headings.</p> <p>Learn to use capital letter for days of the week and personal pronoun 'I'.</p>	<p>Choose and use appropriate standard units to estimate and measure height/length in any direction (m/cm) to the nearest appropriate unit, using rulers.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>

Timescale/key dates and events/useful info...

Fire Station Trip - TBA

Visit from Samuel Pepys - Costume to be arranged from Masqueryde.

KPIs addressed

**Writing**

I can identify known phonemes in unfamiliar words.

I can use syllables to divide words when spelling.

I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.

I can sit correctly at a table, holding a pencil comfortable and correctly.

I can form lower case letters in the correct direction, starting and finishing in the right place.

I can compose a sentence orally before writing it.

I can sequence sentences in chronological order to recount an event or experience.

I can re-read what I have written to check it makes sense.

I leave spaces between words.

I can use the suffixes 's', 'es', 'ed' and 'ing' within my writing.

I can combine words to make a sentence.

I can join two sentences using 'and'.

I can sequence sentences to form a narrative.

I can separate words using finger spaces.

I can use capital letters to start a sentence.

I can use a full stop to end a sentence.

I can use a question mark.

I can use an exclamation mark.

I can use capital letters for names.

I can use 'I'.

**Maths**

I can compare and sort common 2D shapes and everyday objects.

I can compare and sort common 3D shapes and everyday objects.

I can identify and describe the properties of 2D shapes, including the number of sides.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

I can identify 2D shapes on the surface of 3D shapes.

**Science**

I can ask simple scientific questions.

I can use simple equipment to make observations.

I can carry out simple tests.

I can identify and classify things.

I can suggest what I have found out.

I can use simple data to answer questions.

I can identify and name a range of materials, including wood, metal, brick, plastic, glass, rock, paper and cardboard.

I can suggest why a material might or might not be used for a specific job.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.

**History**

I can use words and phrases like: before, after, past, present, then and now.

I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.

I can answer questions using books and the Internet.

I can research the life of a famous person from the past using different sources of evidence.

**Design Technology**

I can think of an idea and plan what to do next.

I can choose tools and materials and explain why I have chosen them.

I can join materials and components in different ways.

I can explain what went well with my work.

I can explain why I have chosen specific textiles.

I can measure materials to use in a model or structure.

Please attach documentation of pupil involvement in planning (for instance 'What we know and what we'd like to find out' summary sheet)