

# Ice and Fire

## Year 2 Spring 2

### RHSE – ‘Basic First Aid’ and ‘Physical Health and Fitness’

I know what to do if there is an accident and someone is hurt.

I understand how physical activity can keep our bodies healthy.

I can name some ways to keep physically active every day.

### Maths

Revision: I can partition a two-digit number in to different combinations of tens and ones.

Revision: I can recall number bonds to and within 20.

I can recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

I can recognise different coins and use symbols for pounds (£) and pence (p).

I can find different combinations of coins that equal the same amounts of money.

### Music

I can sing a round (London's burning)

I can identify and make low and high-pitched sounds.

I can use voices, bodies and instruments to create music

### DT

I can plan the materials and tools I will need to make a Tudor house.

I can make a Tudor house.

### Science

I know that animals (including humans) have offspring that develop into adults.

I know the basic needs of animals (including humans) for survival.

I know the importance of exercise, eating the right amounts of different foods and hygiene for humans.

### Big Questions

Why did The Great Fire of London spread so quickly?

What was the impact of The Great Fire of London?

### Intent

For children to know about a historical event beyond living memory. To understand how it occurred and what changed as a result. To understand how we can find out about the past by looking at artefacts such as paintings, maps, diaries, letters and laws and the role played by significant figures such as Samuel Pepys and Charles II.

### History

I know how the GFoL fits within a timeline.

I can discuss differences and similarities between life in 1666 and 2022.

I can explain how the fire spread so quickly.

I know how we can find out about the past.

I know about significant individuals of the time: Samuel Pepys and Charles II.

I can explain the impact the GFoL had on the rebuilding of London.

### RE – Christianity

Key Question: What does Jesus' resurrection mean for Christians?

### Art

I know how to mix colours.

I know the difference between warm and cold colours.

I can create a piece of artwork that uses warm colours.

### Key Texts for Spring 2

Vlad and The Great Fire of London by Kate and Sam Cunningham

The Diary of Samuel Pepys

Toby and the Great Fire of London by Margaret Nash

Masha and the Firebird by Margaret Bateson-Hill

### Writing

I can write coherent sentences that are sequenced to form a short narrative.

I can use full stops and capital letters accurately.

I can use my sounds to spell.

I can form my capital and lower case letters correctly.

I can use the past and present tense correctly.

I can use coordinating and subordinating conjunctions.

I know apostrophes can be used for contraction and possession.

### Reading

I know the Set 1, Set 2, Set 3 and Set 4 sounds.

I know how to blend these to read with accuracy, expression and speed.

I can answer retrieval questions from a longer piece of text.

I can answer inference questions from a longer piece of text.

### PE – Multiskills

I can stop/catch a ball with control.

I can pass a ball to someone else.

I can take part in opposed condition games.

I understand about exercising, safety and short term effects of exercise.

# Ice and Fire

## Key Vocabulary

### Maths

Partition, two-digit, tens, ones

Number bonds

Fraction, part, whole, half, quarter, equivalent, set, equal

Pounds, pence, coins, notes, add, subtract

### History

materials, thatched, Tudor house, overhanging, wattle and daub, narrow, close together, artefact, fire squirt, fire hook, leather bucket, diary, rubble, destroyed, raised to the ground, raging, raged, possessions, homeless, extinguish, flee, escape, explosion, explode, fire break, impact, change, improve, law, rebuild, stone.

later, as time went on, in the years that followed the fire, after the fire, in the aftermath of the fire, following the fire.

### Science

offspring, lifecycle, baby, toddler, child, teenager, adult, breathing, respiration, oxygen, lungs, gills, shelter, exercise, hygiene, muscles, heart, healthy, unhealthy.

### Writing

Full stops, capital letters, question marks, exclamation marks

Lower case, upper case

Conjunctions

Apostrophes, possession, contractions

Past tense, present tense