

Year two: Squirrels

Spring 1

<p>Prior Knowledge:</p> <p>ART: To know the names of the primary and secondary colours. Know how to create a repeating pattern in print.</p> <p>D&T: Choose appropriate resources and tools.</p> <p>Geography: Know where the equator is and the North and South Pole. Know N, E, S, W. on a compass.</p>	<p>New Sticky Knowledge:</p> <p>ART: know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white and how how to create tones with paint by adding black.</p> <p>D&T: Choose tools and materials and be able to explain why they have chosen them.</p> <p>Geography: Use and know the terminologies Left, and right; below, next to.</p> <p>History: Know how an area has changed overtime and the reasons why. Know about an event that happened long ago.</p>
<p>Key Texts:</p> <p>The Quangle Wangles hat (CUSP PLANNING)</p> <p>Coming to England (CUSP PLANNING)</p> <p>The Street Beneath my Feet (CUSP PLANNING)</p>	<p>Key Vocabulary:</p> <p>Bustling, flammable, possessions, devoured, raged, extinguished, merchant, ineffective, doused, engulfed.</p>

The Learning Journey

SELF (Believe)

HOW WE EXPRESS OURSELVES

Expressive Arts and Design and History

The Great Fire of London (CUSP)

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Question - the knowledge and understanding you want the children to acquire	Subject area - which subject/s will best answer this question?	Learning Intention	Lesson content – What the children do during the lessons to develop the skill – what is produced at the end?	Assessment – How will assessment of the lesson take place? What next steps have been identified?
Elicitation task – What do we already know about The Great Fire of London.	English, Listening, Humanities.	To create a mind map based on a class discussion of what we already know about The Great Fire of London.	Discuss what we already know. Create a mind map together. Copy the modelled version into History books.	Review what has said. If the children do not know anything then we can go into detail based on this. If the children are familiar with elements then I will make sure the elements unknown are discussed further.
Where is London? When was the Great Fire of London?	Geography and History	Recap where is London – Misconception London is in the middle of the country.	Looking at maps and atlases of London and where it is in the country. Look at how London was in 1066 in comparison to today. Why did people choose to live there?	All children should know where London is on the map based on previous learning and year 1 learning. Check the maps are accurately labelled and address any misconceptions straight away within the lesson.
How did the fire start? Why did the fire spread so quickly?	History, Science (materials)	To order the chain of events.	Look at the chain of events leading up to the fire. How did this happen and why? Think about the rules and how we prevent fires. Make a list.	Order the events correctly. Firstly discuss when the events happened and in the order they happened. Next lesson start with this and check the children's understanding of this.
Where did the fire spread to?	History and Geography	To Annotate the map and label the areas that have been affected.	Look at the weather and how does the wind direction dictate what might happen. Then complete the map.	Firstly make sure the children know the compass points. If during the discussion some children are unsure recap this and check the learning throughout to make sure the directions are

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				being followed. At the end of the session check children's understanding.
What colours are used in the images to recognise The Great Fire of London?	Art	Think about the colours used and what the colours mean. What colours do we associate with fire?	Look at St Pauls Cathedral and compare the images of the different times St Pauls Cathedral has been on fire. Recreate this image using a range of materials.	Through discussions and listening to the children assess what they can retell about St Pauls cathedral. Ask the children to point on the timeline when the cathedral has been on fire.
How do we know about the Great Fire of London?	History	Discuss how do we find out about History. What artefacts are used and why?	Look at a range of artefacts and history books and work out how we know this is telling us about History. Then using the word cards draw what is seen on the card and others have to guess what it is.	Visually identify if this objective has been met, through practical and visual identification.
What effect did the fire have on London?	History Geography Art	How has London changed?	Discuss the changes. The houses have changed materials and are now made from different materials. Create an image of London today in comparison to before the fire.	Through Science and History we are looking at materials and how they help to establish what houses are made from and how they have impacted the fire. Looking at images. Next step: to know why houses are made from this and why this change was made.
Play Project	All areas of the curriculum	Child Led. Share ideas first.	Play project.	Check each child's understanding through observations and through the ideas they produce during the play project. Make sure all 4 elements are produced. Draw, create, make and build.

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CUSP English – Poems on a theme. Non-Chronological reports, Recount from a personal experience.

Science: Materials and Light and Dark. (White Rose)

Maths: White rose. Money, Multiplication and Division, length and height and mass and capacity.