

# YEAR 2 – Spring Term 1 Planning – Great Fire of London (History)

## Cross Curricular: Writing: Charlie and the Fire of London

- Setting description of great fire of London
- Dairy entry – Samuel Pepys

### NC Objectives:

- To write sentences that are linked thematically eg personal experiences and those of others (real and fictional)
- Write for different purposes to develop positive attitudes and stamina for writing
- Consider what he/she is going to write before beginning by writing down ideas and /or key words, including new vocabulary
- Start to use the diagonal and horizontal strokes needed to join letters

## Cross Curricular: Reading:

Develop phonic knowledge, structure and vocabulary.  
Build on comprehension skills.

### NC Objectives:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has embedded and readings fluent
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- To discuss favourite parts, words and phrases from a range of extracts.
- To explain the mean of new words that I know and to find out meanings of words that are unknown.
- Explain what is happening in the text and to predict what will happen next.

## History NC Objectives

### Chronological understanding:

- Can I use the words **past** and **present** correctly?
- Can I sequence a set of events in **chronological order** and give reasons for their order

### Knowledge interpretation:

- Can I explain why **Britain** has a **special history** by naming some famous events and some famous people?

### Historical Enquiry:

- Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can I appreciate how historical artefacts have helped us understand more about British lives in the past and the present.

### Educational Visit:

Great fire of London workshop

## Cross curricular: Science- Living Things and their habitats

### NC objectives:

- To explore and compare the differences between things that are living, dead and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.

## Cross Curricular: Art/DT

Recreating art work using inspiration from Fire of London



### NC Objectives:

- To be able to select particular techniques to create a chosen product and develop some care and control over materials and their use
- Experiment with tones using pencils, chalk or charcoal.

## Cross Curricular: PSHE - VIPS

I can talk about the very important people in my life and explain why they are special.

NC Objectives: To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.