

Year 2 Autumn 2

Expedition Narrative

In November 2021, the Year 2 children began their Autumn Term Expedition, focusing on the guided question
“Why did London burn?”

Our Learning:

Through our learning of history (Case Study 1) we started our expedition by exploring the events leading up to the Gunpowder Plot. We then moved on and explored the events surrounding The Great Fire of London in 1666. We learned how to sequence events on a timeline, how to explore the reliability of different historical sources and found out about significant people linked to the fire. After exploring materials in our science case study, we then discussed how the fire spread so quickly and how we could make adaptations to the buildings to stop the fire happening again. We baked bread and built our own recreation of Pudding Lane on the playground which we then set on fire!

Through science (Case Study 2) we explored everyday materials and their properties. We began by recapping different materials and their properties. We then sorted the materials using Venn diagrams. We also used our scientific enquiry skills to carry out a selection of simple tests to see which materials were waterproof and investigated the properties of wood, recording the results in different ways.

Through art (Case Study 3), we created our own pieces of art to depict the scenes from the Great Fire of London. We started by learning how to use the watercolour paints to make different colours and different tones. We applied this knowledge to create the background wash for our paintings to depict the colours given off during the fire. We then explored how we can print shapes onto the foreground of the picture to represent silhouettes of the houses in London using our own foam shape creations to print.

Our Learning Targets

Case study 1 -History

- To understand and use the words past and present when telling others about an event.
- To use a timeline to place important events.
- To identify and compare people from different periods of time.
- To identify how periods of time can impact on individuals and events.
- To demonstrate a basic understanding of why certain events happened at certain times with some reasoning.
- To identify different ways in which the past is represented.
- To identify that the past can be commemorated each year at specific times.
- To identify how events from History are so significant that they are remembered each year.
- To ask questions about the past.
- To use a wide range of information to answer questions.
- To look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
- To identify that certain individuals and events have had an impact locally, nationally and internationally.
- To understand the difference between primary and secondary sources.
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- To make reasoned interpretations about individuals and events by using a small selection of focused sources.
- To use different information to describe the past.
- To describe the difference between then and now.
- To look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- To recount the main events from a significant event in History.
- To describe objects, people or events in History.
- To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
- To use phrases to describe the passing of time e.g. 'past', 'before', 'now', 'then', 'present', 'period'.
- To use words and phrases to describe events and people from the past e.g. 'rich', 'poor', 'local', 'national', 'important', 'significant', 'primary source', 'impact', 'explorer', 'pioneer'.

Case study 2 - Science

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely using simple equipment.
- To perform simple tests.
- To gather and record data to help in answering questions.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.

Case study 3 - Art

- To build information on colour mixing, the colour wheel and colour spectrums.
- To begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture.
- To select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques.
- To explore adding white to a colour to make tints and to explore adding black to a colour to make shades.
- To use a brush to produce marks appropriate to work e.g. small brush for small marks.
- To create simple relief painting blocks e.g. with string and card.
- To make simple monochrome prints and experiment with overprinting motifs and colour.

Engage

The children had a hook day at the start of the expedition, focusing in on the main events from the Great Fire of London. The children baked bread like in Thomas Farriner's bakery and they created their own Tudor-style houses out of junk modelling material. At the end of the day, we laid out the houses like in Pudding Lane and actually set them on fire! This helped to see how quickly the houses burned and how the closeness of the houses and materials used contributed to this.



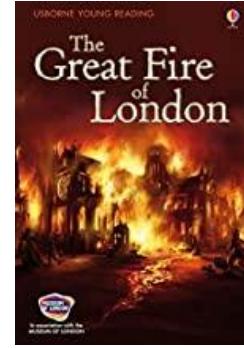
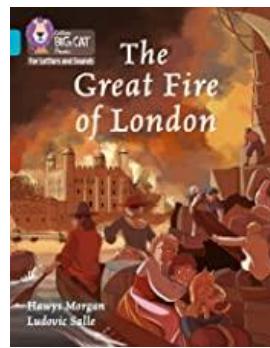
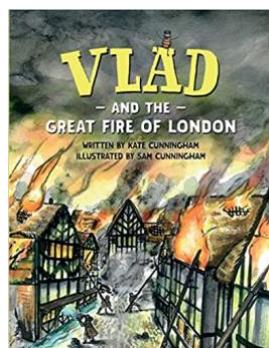
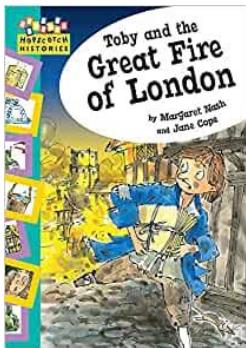
Assessment

Throughout the expedition, children were constantly critiquing their own and their peer's work which deepened their understanding of the three case studies. Through sequencing events on a timeline and asking questions, the children developed their understanding of chronology and use of historical vocabulary to describe the events of The Great Fire of London. Through completing a variety of simple experiments, the children were able to explain the properties of different materials and record their findings in a table. Through our final product, the children were able to share and articulate their historical understanding linked to The Great Fire of London through the writing and performing of their historical news bulletin.

Final Product

We brought all our learning together with the children writing a script and performing their own historical news bulletin which including them sharing their understanding of what happened in the Great Fire of London. This final product was shared with parents and the wider school community through a Microsoft Sway.

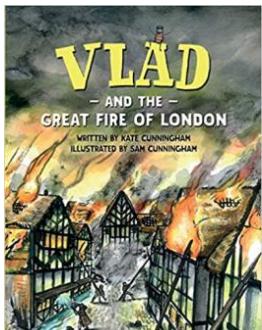
Key Texts



Other subjects taught this term

Writing

We started the term by using the text 'Toby and the Great Fire of London' to write our own diary entries. We learnt about the key features of a diary and learnt how to use effective exclamation sentences to show our shock and amazement at what was happening in London. We also learnt how to extend our description through using grouped adjectives and we also used time words to organise and sequence our writing. At the end of the unit, we read another story called 'Vlad and the Great Fire' where we wrote our own diary entries but from the perspective of a flea!



Towards the end of the expedition, we started to study and look at some pieces of artwork which were produced to show what the Great Fire of London may have looked like in 1666. We developed our skills in using prepositions to add more detail and we also consolidated our skills of using adventurous vocabulary to describe.

Phonics

We continued our daily phonics sessions where we recapped and consolidated our knowledge of the 40+ phonemes. During this expedition, we completed our Phonics Screening Check which was postponed from Year 1.

Maths

We continued our unit looking at addition and subtraction. We used our practical addition and subtraction skills and applied these to formal written methods. We explored how to use a part part whole, the column method, partitioning methods as well as continuing to depict our understanding pictorially. We then moved onto addition and subtraction problems where we would need to bridge ten and have to do some borrowing!



We explored this practically to begin with, through the use of the ‘swap shop’, and then we learnt how to depict this in various different pictorial and abstract ways.

We continued with our ‘Mastering Number’ programme where we explored different numbers to 10 using the Rekenreks to help develop our mathematically fluency. We also explored different empty number lines and how we can predict where different numbers would go.

Reading

We started by looking at different non-fiction texts about the Great Fire of London to help us retrieve facts for our history lessons. We then explored poems linked to the Great Fire of London where we learnt about different poetic features and we answered retrieval comprehension questions. We then moved on to developing our inference skills linked to the text 'Toby and the Great Fire'. We used the front cover to complete an 'I know...', 'I think...' and 'I wonder...' sheet.

In addition to our reading skills sessions, we also completed common exception word assessments to see how many of these words we can read fluently.

The image shows a grid of 10 rows of words, each row containing 10 words. The words are color-coded into four categories: blue (after, again, any, bath, beautiful, because, behind, both, break, busy), orange (child, children, Christmas, class, climb, colour, cold, could, door, even), red (every, everybody, eye, fast, faster, find, floor, gold, grass, great), and green (half, hold, hour, improve, kind, last, many, mind, money, most). Below the grid, there are two rows of words: purple (move, Mr, Mrs, old, only, parents, pass, past, path, people) and pink (plant, poor, pretty, prove, should, steak, sugar, sure, told, water). At the bottom left, there is a box containing the words 'who', 'whole', 'wild', and 'would'. In the bottom right corner, there is a small logo for 'twinkl' with the text 'www.twinkl.com'.