

Year 2 Summer Term 1 Expedition Narrative

Fire! Fire!

In April 2024, the Year 2 children will begin their Summer Term Expedition, focusing on the guiding question, **“Why did London burn?”**

Hook:

The children will be immersed at the start of the expedition, using an exciting virtual reality scene, where they will explore the sights and sounds of the streets of Stuart London. Using this technology, they will hear eyewitness reports, explore the building design that contributed to the spread of the fire and watch it spread in action. We will all join in learning and singing the song, London’s Burning.



Our Learning:



Through our learning of history (Case Study 1) we will start our expedition by exploring the events leading up to the Great Fire. We will use enquiry questions to investigate this event from the past and use sources to try and find the answers. We will learn how to sequence events on a timeline, how to explore the reliability of different historical sources and find out about significant people linked to the fire. We will begin to draw conclusions about what factors caused the fire to spread so quickly.

Through science (Case Study 2) we will explore everyday materials and their properties. We will begin by discussing different materials and considering their properties. We will then sort the materials using Venn diagrams, thinking about the different ways they could be grouped. We will also use our scientific enquiry skills to carry out a selection of simple tests to deepen our knowledge of the properties of different materials, recording and presenting the results in different ways.

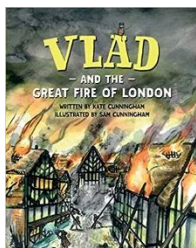


Through art (Case Study 3), we will create our own collaborative piece of art to depict the Great Fire of London. We will use our colour theory knowledge to use and mix colours, using our brushstrokes with the colours to create the background depicting the colours given off during the fire. We will then explore how we can create silhouettes of buildings to add to our artwork.

Final Product and Family Learning

We will bring our learning together with the children writing a script and performing their own historical news interview. This will include them sharing their understanding of what happened during the Great Fire of London. The final product will be recorded and shared with parents online.

Key Texts



Staff Model Product

Year 2 Interview with Thomas Farriner's neighbour

Interviewer: Hello and welcome to Whitehouse News. We are joined today by Thomas Farriner's neighbour. Hello Edward.

Edward: Hello Whitehouse News.

Interviewer: How do you think the Great Fire of London started?

Edward: It had been a hot summer. I went to bed and was awoken by a sweltering heat at about 1 in the morning on the 2nd September, 1666. I rushed outside and saw Thomas Farriner's bakery on fire. Within a few minutes, it had spread engulfing my house.

Interviewer: Why do you think the fire spread so quickly?

Edward: The houses were made of wood and were very close together. It was windy and the fire swept from house to house. When I looked in the street I could only see people from my street throwing buckets of water on the fire.

Interviewer: Why did it take so long to put out?

Edward: We had to get the mayor's permission to pull houses down with fire hooks to stop the spread. The mayor delayed so we were stuck with buckets and water pumps. By the time we could destroy buildings with fire hooks and gunpowder to stop the spread, it was too late! The fire was too strong!

Interviewer: Could more have been done to stop the fire?

Edward: If we had torn down the houses straight away, the fire wouldn't have managed to spread so far and grow so large! It took too long to reach the people in charge and get the decision we needed.

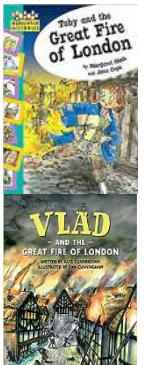
Interviewer: Now that the fire is over Edward, how do you think we should rebuild London?

Edward: I think we should have architects like Christopher Wren and Robert Hooke redesign the city because they'll know how to construct more safely. The buildings should be made of brick or stone rather than wood so they are less flammable. Maybe, we should build something to remember the fire.

Other subjects taught this term:

Writing

We will start the term by using 'Toby and the Great Fire of London' as a stimulus to write our own diary entries. We will learn about the key features of a diary and how to use effective exclamation sentences to show our shock and amazement at what was happening in London. We will also learn how to extend our description through using grouped adjectives and time words to organise and sequence our writing. We will read another story called 'Vlad and the Great Fire' where we will write our own diary entries from the perspective of a flea! During our final unit we will use our historical knowledge to write a detailed setting description based on the streets of London at the time of the fire.



Phonics

Children still participating in Read Write Inc. daily sessions within their phonics groups will work on targeted sounds and ensure speedy recall of these phonemes. They will work on Fred Talk to identify how many sounds are in a word and will become faster at recognising 'special friends' in their reading and writing. The children will develop their fluency and will discuss the books they read in class with their peers and teachers, becoming more confident with inference and retrieval skills. They will develop a reader's voice and begin to use expression in phrases in their reading.

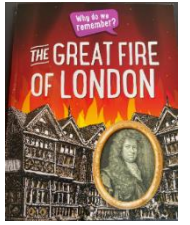
Maths



We will start off this term by learning about fractions. The children will identify equal parts and begin to formally recognise and find fractions. This will build on their knowledge about halves and quarters as well as beginning to learn about thirds. Following on from fractions, the children will learn about time as they recall o'clock and half past the hour as well as tell the time to 5 minutes.

Reading

We will start by looking at a non-fiction text about the Great Fire of London to help us retrieve information for us to build upon during our history lessons. We will recap the features of a non-fiction text and practise identifying these, as well as developing our fluency skills.



Music



This half term, the children's learning will be linked to British songs and sounds. They will be creating sounds to represent three contrasting landscapes: seaside, countryside and city. The children will compose a piece of music as part of a group before evaluating and improving it.

Spanish

The children will learn how to say the months of year in Spanish and how to say 'My birthday is in...' We will continue to recap numbers 1-10 and greetings in Spanish in our register.



PSHE



This half term, the children will begin by identifying the different members of their family and understanding their relationship with each of them; the children will then identify some of the things that cause conflict with their friends as well as understanding that sometimes it is good to keep a secret and sometimes it's not. Finally, they will recognise and appreciate people who can help them in different contexts and be able to express their appreciation to the people in their special relationships.

Computing

Children will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.



RE



We will continue our learning by looking further at the religion and practices of Judaism. We will explore what Jewish people learn about God and how they should lead their lives from the stories in the Tenakh. We focus mainly on the stories from the Tenakh that teach Jewish people to care for the environment and others.

PE

The children will continue their 'netters' lessons to develop their tennis skills. The key skills developed will include controlling a ball with a racquet on the floor and in the air, to set individual challenges to improve tennis skills and to compete fairly in mini tennis games. In addition, the children will conclude their 'strickers' lessons to develop their hand-eye coordination skills. These lessons will include hitting a ball using a bat/racquet, to catch a ball with two hands, to use a basic scoring system to keep score and to work collaboratively in small groups to play a game.

