

## Areas of learning

### Communication/Literacy

Poetry which plays with language  
Short stories.  
Instructions linked to Science  
Recounts – linked to the Fire of London

### Science

#### Health and Growth

Changing and growing up, different types of food –eating healthily, how exercise keeps us healthy, safe use of medicines.

We will also be looking at how animals change and grow.

### Art /D&T

As **Design Technologists** we will be  
As **Artists** we will be

**Colour mixing:** making and using hot and cold colours – linked to the Fire of London creating hot colours for flames and cold colours for the River Thames.

**Photo Frames:** investigating and making stable structures. Designing and making photo frames to display an image.

### Enterprise

As enterprising people we will investigate healthy foods to grow to sell for a profit. We will look at how to advertise these products and the best times to sell the product..

### Environment

As people concerned with the environment we will look at a variety of sources of electricity including renewable sources and debate the issues surrounding the different sources.

### Gardening

Planning, preparing and planting the garden with healthy foods. Using our produce to create dishes / meals/ soups to sell.

### Computing

**Routes** – Controlling a floor turtle. And inputting directions.

**Questions and Answers** – Asking and investigating questions and data handling.

### History/Geography

As **Historians** we will be studying  
As **Geographers** we will be studying

**The Great Fire of London** – major events in London's past that have shaped the city.

**Events from the past** – The Gunpowder Plot, Remembrance Day, Christmas in the past.

**London**– Where is London? Why is London important? landmarks of London

We will also be considering a significant place in the locality; namely Tewkesbury Abbey.

### Spiritual and moral

In our spiritual and moral development we will devise class rules and think about how we care for each other. We will think about how we can learn from and remember the past. We will look at different ways of remembering key events and people in history and in our everyday lives.

### R.E

The Creation Story, Harvest, beliefs and sacred objects related to Judaism.

### P.S.H.C.E (Personal, Social, Health and Citizenship Education)

**Healthy and Safer Lifestyles** – staying healthy, both physically and emotionally– links with Science

### MFL (Modern Foreign Languages)

#### Spanish

Revision of days of the week, colours, numbers and asking questions.

### Music

Group singing, singing in a round.  
Use a range of percussion instruments to learn about long and short notes.

### P.E

Games: Hitting and striking – ball skills

Dance – Fire of London dance

### Communities

As members of a community we will learn about the service provided by the Fire Brigade. We will find out about the job they do and how they work towards keeping us safe.

Theme : Fire, Fire – Learning from  
the past and staying safe.  
Year : 2  
Term : Autumn 2016

## Learning across the curriculum

### Using communication

#### Writing, presenting and broadcasting

- Letters that describe an environment
- Non-chronological report about lifeboats and the RNLI
- Narrative: Settings at a coastal environment
- Persuasive posters informing people of the work of the RNLI
- Coastal erosion fact files
- Short talk on the work of volunteers
- News report of the sinking of the Forfarshire

### Using mathematics

#### Modelling

- Predict sinking times for toy boats that have a hole in them, followed by stopwatch timing

#### Calculating

- A range of calculations using scales from maps (1 square = 1km: How far was it to...)
- Using fractions of distances with associated calculations (Half way to...is ...km)

#### Interpreting data

- Extract information from data about the number of rescues conducted by the RNLI

#### Justifying

- Using data as part of the persuasive poster to back up arguments (Did you know that £1 can...)

### Using ICT

#### Searching

- Websites
- Databases

#### Developing ideas and making things happen

- Graphics
- Text
- Multimedia

#### Communication

- E mail and messages

### Personal development

#### Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

#### Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

#### Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

## Subject Key Skills

### History, geography and citizenship

#### Investigate

Undertake investigations and enquiries, using various methods, media and sources.

#### Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

#### Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

#### Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

### Science and design technology

#### Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

#### Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

#### Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

#### Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

#### Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

### Art, dance and drama

#### Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

#### Create

Create, design, devise, compose and choreograph individual and collective work.

#### Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

### PSHE

#### Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

#### Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

#### Move with control

Move with ease, poise, stability and control in a range of physical contexts.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.