

English:

S+L—asking questions, interviewing, reporting, hot seating witness, drama about fire

Writing – fiction diaries; newspaper reports

Reading – newspapers, fire non fiction texts, firework facts (Bonfire Night & Diwali), Guy Fawkes story

DT (1/1.b, 1/1.2a, 1/1.2b)

- Design, develop, create, and select materials to create a leather bucket – linked to Science materials
- Evaluate buckets (water obstacle course)

Science (Sc2/1.3a, 1.3b & 1.3c)

- **Uses of Everyday Materials:** Identifying and comparing suitability of materials; Comparing how things move on a smooth surface; Finding out how the shapes of solid materials can be changed
- **Working Scientifically:** Following practical scientific methods, processes and skills – buckets practical
- Identifying and comparing suitability of materials for the buckets (waterproof);

Yr 2 Au2: Furious Fire! Trip Based Topic



Respect – working as a group to create waterproof buckets
Adventure – St Paul's trip & water multi skills obstacle to test buckets

History (Hi 1/1.2 & 1/1.3)

To recognise why event happened and what happened as a result

What caused it / the results? How could it have been prevented?

To identify differences between ways of life at different times -

old / modern fire fighting equipment; houses / towns after the fire Samuel Pepys life, clothes etc

How to find out about the past from a range of sources – use of, internet, books

Hook – Parcel delivered to class

Trips: St Paul's Cathedral

Culminating Event:

Raising money for Children's Burns Trust

Home Learning – Tudor House

Computing (Co2/1.1, 2/1.2)

- Communicating using text and Animating the story of the Great Fire with programmes such as 2Animate
- Use of purple mash to create documents and save/open them.
- **E Safety** – introducing digital footprint on Purple Mash.

Subtle Links/Discrete Subjects:

- **British Values**
- **RE**
- **PSHE**
- **Physical Education**
- **Mathematics**