

Unit planner: How do we know about the Great Fire of London? (SATs Practice) Year 2 5 Weeks

<p>Lead Subjects: History, Science, DT and Art, Literacy</p>	<p>Starter: DJ Hot-seating Samuel Pepys and Children asking questions (Pupils to guess who I am and why I'm famous). Outcome: Burn the City we've built and pupils write their own diary entry about the event.</p>		
<p><u>National curriculum subject</u></p>	<p>Objective: What did Samuel Pepys tell us?</p>		
<p>History Pupils should be taught to: Describe events beyond living memory that are significant nationally. Discuss the lives of significant individuals. Put events within a chronological framework. Look at similarities and differences between ways of life in different periods. Show an awareness of the past and use the correct words for the passing of time. Understand some of the ways in which we find out about time - artefacts, diary. Be able to ask and answer questions about key events during the Great Fire of London. Talk, draw or write about what they have found out about the Great Fire of London.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Who was Samuel Pepys? Why is he important? How did he record the events? What was London like in 1666? Can you write a Newspaper Report of what happened? </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> What was The Great Fire of London? Can you sequence the events of the GFoL? How did it get extinguished? What were the after-effects? How would you have felt at the time of the fire? </td> </tr> </table>	<ul style="list-style-type: none"> Who was Samuel Pepys? Why is he important? How did he record the events? What was London like in 1666? Can you write a Newspaper Report of what happened? 	<ul style="list-style-type: none"> What was The Great Fire of London? Can you sequence the events of the GFoL? How did it get extinguished? What were the after-effects? How would you have felt at the time of the fire?
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<p>Science Pupils should be taught to: Identify and compare the suitability of a variety of everyday materials as fire resistant. Observe simple comparative tests (teachers to perform) Predict the answer to simple questions about materials. John Dunlop Unit.</p>	<p>Objective: Can we write our own Diary entries? - This week move Literacy to Afternoon and get Pupils to write a diary entry for that day (incl. what they did last night).</p>		
<p>D&T and Art Pupils should be taught to: Design and plan how to build a model of a Tudor house. Make models by selecting the correct tools and materials from a wide range. Build structures exploring how they can be made stronger and more stable. To work with care and control to represent the Great Fire of London using pastels.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> What is a diary? Let's look again at Pepys' Diary. What do you write in a diary? </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Can we write our own Diary entries? Can you record your diary entry - orally? </td> </tr> </table>	<ul style="list-style-type: none"> What is a diary? Let's look again at Pepys' Diary. What do you write in a diary? 	<ul style="list-style-type: none"> Can we write our own Diary entries? Can you record your diary entry - orally?
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<p>Geography Pupils should be taught to: Ask and respond to geographical questions, Name and locate as well as identifying characteristics of London.</p>	<p>Objective: What does 'fire resistant' mean?</p>		
<p>RE See Sacre Document</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> What do flames need to grow? What materials are best for buildings? Why? How could they have prevented the Great Fire? </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> What will happen if we try to burn these materials? (Pupils to predict, DJ and RP to carry out experiment). Can you make your own house which was from the era of the GFoL? </td> </tr> </table>	<ul style="list-style-type: none"> What do flames need to grow? What materials are best for buildings? Why? How could they have prevented the Great Fire? 	<ul style="list-style-type: none"> What will happen if we try to burn these materials? (Pupils to predict, DJ and RP to carry out experiment). Can you make your own house which was from the era of the GFoL?
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<p>Writing Pupils should be taught to: Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Write down ideas and/or key words including new vocabulary. Spell correctly words from the year 2 spelling list. Write in a clear legible handwriting, in cursive script if able. Use the correct grammar and punctuation, for year 2 expectations, in their writing. Make simple additions, revisions and corrections to their own work using a purple polishing pen. Use peer and self-reflection to make additions, revisions and corrections. Read aloud what they have written using the appropriate intonation</p>	<p>Objective: What is London like in 2016?</p>		
<p>Computing Pupils should be taught to: Recognise common uses of information technology beyond school.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> What remains from the 17th century? What is different? (Physical geography and sociologically) </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> Where is London? Can you use a map of the United Kingdom to identify London? </td> </tr> </table>	<ul style="list-style-type: none"> What remains from the 17th century? What is different? (Physical geography and sociologically) 	<ul style="list-style-type: none"> Where is London? Can you use a map of the United Kingdom to identify London?
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	<p>Objective: What did the Great Fire of London look like?</p>		
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	<p>Objective: Can you group and classify materials based on their properties? (Science Unit)</p>		
	<p>Objective: What is the best material for building houses?' investigation. (Science Unit)</p>		
	<p>Objective: Why is a place of worship special?- Sikhism (discrete RE Unit)</p>		
	<p>Objective: Can we find the meaning of symbols? (discrete RE Unit)</p>		
	<p>Pupil led learning:</p>		
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Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.			
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> • Diary • Non-chronological Report / Newspaper Report • Recount • Instructions 	<ul style="list-style-type: none"> • Samuel Pepys Diary • Horrible History of GB and Ireland • Toby and The Great Fire Of London 	<ul style="list-style-type: none"> • Film the burning of our city. • TV News report • Green Screen • Seesaw 	<ul style="list-style-type: none"> • Outcome piece - diary extract. • Outcome piece - perform nursery rhyme (oracy) • Outcome piece - newspaper report • Outcome piece - instructions for bread
Enrichment	Trips		School environment