

## Foundation Medium Term Planning

Term: Spring 1	Year: 2	Classes: 5 & 6	Teachers: N.McClare, E.Taylor L.Beever
Learning Journey: 'How do we know about the Great Fire of London? 'How has the Fire Service improved?'			
Science			
<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• observe and name a variety of sources of sound, noticing that we hear with our ears.</li> <li>• Recognise that sounds get fainter as the distance from the sound increases.</li> </ul>		<p><u>Lesson 1</u> - Experiment with creating sounds to enhance performance poetry.</p> <p><u>Lesson 2</u> - Identifying and naming a variety of sounds - rotation of activities.</p> <p><u>Lesson 3</u> - Investigation - location of fire bells in school (link to recognition of sounds getting fainter as distance increases)</p>	
History			
<p><b>Hist</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• To ask and answer questions about the past.</li> </ul>		<p><u>Lesson 1</u> - Knowledge of when and why the fire happened. Understand where and how to find historical information and can talk about different sources of information.</p> <p><u>Lesson 2</u> - Understanding of the order of the events of the GFOL and can sequence in chronological order</p> <p><u>Lesson 3</u> - Understand who Samuel Pepys and King James II were and why they were significant people at the time of the GFOL.</p>	

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<ul style="list-style-type: none"> <li>To use a range of sources to find out about the past and identify different ways in which it is represented.</li> <li>To learn about events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>To learn about significant historical events, people and places in their own locality.</li> </ul>	<p><u>Lesson 4</u> - Understand the different reasons that caused the fire to spread.</p>		
Art		Music	
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><u>Lessons 1 &amp; 2</u> - Silhouette pictures at London on fiery background. (pastel, paint, collage and fabric)</p> <p><u>Lesson 3</u>- Portraits of Samuel Pepys and King James II</p> <p><u>Lessons 4 &amp; 5</u> - Pencil sketch - Stuart houses. Paint.</p> <p><u>Lesson 6</u> - Painting/Pencil sketch of fire engine following visit</p>	<p><b>Music</b></p> <p>1a To use voices to sing songs, chants and rhymes.</p> <p>1b To play tuned and untuned instruments.</p> <p>2a To create musical patterns</p> <p>2b To explore, choose and organise sounds and musical ideas.</p> <p>3a Explore ideas and feelings about music using movement, dance and musical language</p> <p>4c To know that sounds can be made in different ways and described using given and invented signs and symbols.</p>	<p>To develops children's ability to recognise the difference between beat and rhythm and to perform with a sense of beat.</p>