

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>Working scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Sound</p> <ul style="list-style-type: none"> • observe and name a variety of sources of sound, noticing that we hear with our ears. • Recognise that sounds get fainter as the distance from the sound increases. 		<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><u>Hist</u></p> <ul style="list-style-type: none"> • To develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Use a wide vocabulary of everyday historical terms. • To ask and answer questions about the past. 		<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"> • To use a range of sources to find out about the past and identify different ways in which it is represented. • 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) • To learn about significant historical events, people and places in their own locality. 	<p><u>Lesson 4</u> - Understand the different reasons that caused the fire to spread.</p>	
<div style="display: flex; justify-content: space-between; background-color: #d9ead3; padding: 5px;"> Art Music </div>		
<p>Art</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>Lessons 1 & 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 & 5</u> - Pencil sketch - Stuart houses. Paint.</p> <p><u>Lesson 6</u> - Painting/Pencil sketch of fire engine following visit</p>	<p>Music</p> <p>1a To use voices to sing songs, chants and rhymes. 1b To play tuned and untuned instruments. 2a To create musical patterns 2b To explore, choose and organise sounds and musical ideas. 3a Explore ideas and feelings about music using movement, dance and musical language 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>