

Year 2

Term – Spring 2

Science

Biology - Living things and their habitats

This year we have developed our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

Which food chains exist in our school habitat?

In order to answer this question they will be learning to:

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.

This term we will be learning about...

The Great Fire of London



This half term we will be visiting St Paul's Cathedral on **18th or 20th March**

Humanities

Please refer to the fact organiser at the end of this document for details about our History topic: The Great Fire of London.

Art/DT

Year 2 students will continue exploring paints and mixing colours, developing their understanding of colour combinations. They will also focus on observational painting and drawing, carefully studying objects to capture details, shapes, and proportions. These activities will help strengthen their fine motor skills and creativity while building confidence in their artistic abilities.

PSHE

My Network

This term we will be learning about what is meant by 'My community'. The children will learn the importance of belonging to a range of communities and how people can feel lonely and isolated if they feel left out of communities.

They will also learn what a role model is, how to identify positive role models and how people can be impacted by their role models.

English

In Reading, pupils will develop their ability to compare texts, make inferences about characters thoughts and feelings and retell stories by summarizing them. The children will also continue to practise and embed their comprehension and retrieval skills.

In Writing, pupils will continue developing their skills through practising, applying and mastering them in an explanation text, a newspaper report and a story. These include using expanded noun phrases, different tenses, apostrophes and a varied range of sentence structures. They will also develop their storytelling and oracy skills by learning and retelling a traditional tale.

This half terms key text is: **The Great Fire of London by Emma Adams**

RE

Year 2 pupils will be learning about the Christian celebration of Easter. They will be learning about the Easter story, why Easter is important to Christians, how they celebrate it and will consider how it is similar and different to celebrations in other religions.

Mathematics

In Mathematics, pupils will begin by developing their understanding of fractions, shape, measurements and statistics, recognising what they are and how they are found. These concepts will be closely linked to familiar and new concrete and pictorial representations to secure their understanding. Children will learn to identify and make a whole, half and quarter as well as identifying 2D and 3D shapes along with their properties. This term the children will also be learning about height and length including comparing and ordering measurements as well as collecting and recording data through tally charts, pictograms and block diagrams.

Computing

This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

You might like to join in with our learning at home by:

Reading

Read everyday and record this in the reading record - try a range of text types. Can you find any books in the library about the Great Fire of London?

Watching

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h>




Doing



Why not try to make your own sculpture of a Tudor House?
Write a diary, imagining you are Samuel Pepys!
Create fact files about your favourite animals, researching their adaptations and habitats.

Visiting

The Natural History Museum - learn about different animals and plants.

Year 2 - History. Final Enquiry: Should we learn about the Great Fire of London?

Theme	Learning Goal	Key Questions to be asked	Answers
	Population growth in Tudor London led to prime conditions for a major fire.	What was London like in the 1600s? What was housing like in Tudor London? Why was fire considered a great danger? How did the Great fire start?	Rapid population growth had led to overcrowding, poor sanitation, disease, bad housing and crime. Houses were wooden with overhanging upper floors to increase internal space Fire needs: air, fuel and a source of ignition which were all prevalent at the time. Fire was common. The hot summer had dried out the thatch and wood and there were high winds in the days before.
	Tudor and Stuart London was the centre of trade and commerce for the world.	Were the Tudors traders? How rich was Britain in Stuart times? How did trade change Stuart London?	The Tudors were explorers which led to the importation of goods from around the world. Taxes on imports made some people rich. These people moved to London which was now a key port. Many support industries grew up in London. Streets were named after these businesses and still exist.
	The fire led to significant change for London.	What happened during the Fire of London? Who led the plans to restore London? How did the fire change the look of London? How did the fire change London permanently?	The fire burnt for 4 days destroying at least 1/4 of London. Pepys' diary is a first hand account. Charles Wren worked for Charles II to rebuild the city with restoration starting shortly after the fire. Planning laws were changed and fully enforced with non compliant buildings being pulled down. Fire brigades and water systems were developed which form the basis of the fire service today.

Timeline of Key events		Key Person	Reason	Key Vocabulary			
1603	Stuart times begin	King Charles II	King of England at the time of the Great fire of London and after.	city	rebuild		
1642-1651	England is a republic	Christopher Wren	Appointed as surveyor of the royal works he was responsible for the design of a large amount of public buildings in the name of the king including 51 new city churches and St Pauls.	Tudor	dangerous		
1660	Charles II comes to power			great fire	safe		
1665	Great plague at its height	Samuel Pepys	Aristocrat who wrote about the Fire of London as it happened.	manual			
2.09.1666	Great Fire starts	Thomas Farynor	Owner of the bakery at Pudding Lane where the fire started.	spread	chronological		
4.09.1666	St Pauls destroyed	Queen Elizabeth I	Tudor Queen who encourage privateers and exploration leading to the expansion of global trade in Tudor times.	firefighting	events		
5.09.1666	Winds die down			refuge	eyewitness		
6.09.1666	Fire extinguished	Oliver Cromwell	Leader of the republic after the assassination of Charles I.	shelter	source		
11.09.1666	Christopher Wren presents his restoration plans.	Picture 	Maps 	evacuate	evidence		
1667	Rebuilding commences.			Samuel Pepys	cause		
1710	Rebuilt St Pauls opens			Historical skills (Disciplinary Knowledge)			
1714	Stuart times end			Interpretation			
1865	Modern fire brigade est.			Group changes according to whether they are positive or negative.			

Useful websites

- <https://schoolhistory.co.uk/early-modern/tudor-trade/>
- <https://tudorstuartperspectives.wordpress.com/tag/piracy/>
- <https://www.museumoflondon.org.uk/discover/great-fire-london-1666>
- <https://www.historyonthenet.com/the-stuarts-fire-and-fire-fighting>
- <https://www.bbc.co.uk/news/uk-england-london-36774166>
- <https://www.history.com/topics/inventions/wright-brothers>