

## Y2 -Fire! Fire! Summer 2

### Science

#### Plants

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- To know how seeds and bulbs grow into mature plants.
- To know that seeds and bulbs need water, but most don't need light

### English

Core Texts: 'Vlad and the Great Fire of London' by Kate Cunningham and the Pudding Lane short film.

- To revise sentences with different forms: statement, question, exclamation, command
- To develop stamina for writing for different purposes
- To develop understanding of non-fiction and report writing.
- To continue learning and revising spelling patterns.

### Mathematics

#### Statistics

- To make and read tally charts
- To make and read tables
- To make and read block diagrams
- To draw and interpret pictograms

#### Position and Direction

- To understand the language of position
- To describe movement
- To describe turns
- To use continue shape patterns with turns

### Computing

#### Data Handling

- To describe and explain how astronauts' survival needs are met aboard the ISS.
- To imagine and digitally draw items which fulfil basic human needs when aboard the ISS.
- To read the correct temperature on a thermometer.
- To design a display showing everything that needs to be monitored by sensors on the ISS.
- To create an algorithm that addresses all plants' needs.
- To explain how space exploration can benefit life on Earth.
- To read data to identify whether a planet might be habitable

### PSHE

#### Transition

- To understand that change can cause mixed feelings
- To prepare for the move to Year 3
- To understand what change is and that it is a part of life
- To explain some positive aspects and challenges of change
- To know who can help us deal with change

### Art and Design

#### DT- Mechanisms

- Produce an inspiration board /sheet to review and annotate, designing mechanisms informed by their research.
- Measuring and cutting accurately, working to scale and following the design brief. Selecting appropriate materials and adding details.
- Testing and adapting mechanisms and designs in light of difficulties, using knowledge of mechanisms and existing products.
- Understanding how an axle, axle holder and wheel work in harmony. Also understanding the properties of materials such as wood, card and plastic.

### History

#### Great Fire of London

- To know there were no fire fighters in the 1660s and the equipment was very basic.
- To understand that flammable items were not kept safe like today.
- To know that a large part of London was burnt down and many people were left homeless.
- To know that record keeping was not the same in 1666 as it is today.
- To know what an eyewitness is and understand the significance of Samuel Pepys and his diary.
- To understand the significance of artists in recording the great fire.
- To know that Sir Christopher Wren helped redesign building in London.
- To understand and explain the impact of the fire egg. Buildings further apart, fire service.

### Religious Education

#### What makes some places sacred?

- To identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.
- To talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
- To describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.
- To ask good questions during a school visit about what happens in a church, synagogue or mosque

### Music

#### Myths and Legends

- To create a rhythm
- To show structure of a graphic score
- To write a graphic score to show texture
- To compose a piece of music with a given structure
- To perform a group composition

### PE Games:

#### Multi skills /Athletic skills

- To use their bodies and a variety of equipment with greater control and co-ordination.
- To choose skills suitable for the challenges.
- To describe what their bodies feel like during different activities.
- To watch and describe what others have done.