

Year Group: 2 Term: Autumn

Challenge pack: Sparks will fly

Learning Challenge:

How can we teach our families to be safe at home?



Hooks or memorable experiences

Trip to Blakesley Hall

Public Product—

To make a fire safety video

Class texts

Main texts for planning:

Why do we remember the Great Fire of London?

No dragons for tea

Stop drop and roll

Additional material:

Pictures by Paul Klee

Pictures of Tudor houses

Samuel Pepys diary entries

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF (RA)

C & S

PMI

OPV

Collaboration

White— Factual, Blue— thinking, Green— Creative

Noticing Torch

Killer Questions—

1. When and where did the Great Fire of London start and why did it spread so quickly?
2. How do we know about the Great Fire of London ?
3. What were the consequences of the fire?
4. How can we use different media to create images of buildings?
5. What do we need to know to keep ourselves safe in a fire?
6. How does fire burn?

Year group	2	Term	Autumn 2	Challenge Pack	Sparks will fly	
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
History	Where London is When the fire started Where the fire started How long it lasted Why it spread so quickly What an eyewitness is Facts about the life of Samuel Pepys What an architect is Why Sir Christopher Wren is famous How houses were different after the fire Fire safety rules		H1.1a Sequence and describe events in our own lives and beyond our living memory H1.1b Sequence artefacts and photographs from different periods on a simple timeline. H1.1c Refer to historical periods as the past, using historical phrases and time periods. H1.1d Sequence key events within a specific time period. H1.2b Ask questions about what has happened in a time period beyond our lifetime H1.2c Start to ask how and why things might have happened in the past H1.2d Ask questions of sources (such as 'which are old?' 'which are new?' 'what might this be used for?') H1.2e Use evidence from written and visual sources to understand the past H1.2f Identify similarities and differences between life in the past and the present H1.3a Identify different ways in which the past is represented H1.3c Identify how significant events or individuals have had impact nationally or globally H1.3d Compare aspects of life in different periods H1.3e Distinguish between fact and fiction		Sequencing and describing events in our own lifetime	London capital city bakery Thomas Farriner Pudding Lane timeline sequence evidence eyewitness Samuel Pepys architect Sir Christopher Wren fire brigade smoke alarm
Computing	How devices can be used to take photos and videos		C1.1c To record a video C1.2a Use technology purposefully to create digital content C1.4a Use technology safely and respectfully C1.4b Keep personal information private C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		Using an Ipad	information technology record photograph video

Art	<p>Know that we can use a piece of art to create our own work</p> <p>Study the work of the artist Paul Klee</p> <p>Understand that people have different opinions</p>	<p>A1.1a Record and explore ideas from first hand observation or from experience and imagination</p> <p>A1.1d Select ideas from a studied artist or art form to use in our own work.</p> <p>A1.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen</p> <p>A1.2b Use a range of tools and media to experiment with line and shade.</p> <p>A1.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others.</p> <p>A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures.</p> <p>A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model.</p> <p>A2.4c Combine and explore texture to create an effect</p>	Experience of using a range of tools and media	artist opinion
PSHE		<p>PSHE1.1b I can identify who to speak to if I feel unsafe with my body</p> <p>PSHE1.1c I know what to do if I feel unsafe when using the internet</p> <p>PSHE1.2d I can describe what it means to forgive a friend or have empathy in a situation</p> <p>PSHE1.2e I can describe the importance of telling the truth</p> <p>PSHE1.6a I know how to make a clear call to emergency services</p>		
SMSC		<p>Smsc1.E Can respond to negative behaviours such as stereotyping and aggression</p> <p>SMSC2.c Can identify a range of risks in different situations and decide how to behave responsibly</p> <p>SMSC3.b Can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>SMSC3.c Can explain how to ask for help, recognise peer pressure and understand the difference between positive and negative influences</p> <p>SMSC4.e Can identify that families and individuals may have many commitments and may manage their money in a range of ways.</p>		