

Year 2: Fire Fire !



Essential Learning

By the end of this term, you will have learned...

- About fire safety
- To create firework art
- To create a firework shaped poem
- To design, create and evaluate a fire engine
- To identify the features of a fire-engine and what life of a firefighter is like
- About the history of the Great Fire of London
- To create our own version of stories using *Vlad and the Great Fire of London*
- To write a diary based on Samuel Pepys
- To recount based on the Great Fire of London

Hook Day - Firework Fun!

- History behind bonfire night.
- Firework art
- Firework poetry
- Firework safety



Block 1 -To retell the story of *Vlad and the Great Fire of London.* (Week 1-3)

- History of the Great Fire of London
- Reading Samuel Pepys' diary
- Read *Vlad and the Great Fire of London* and use it as a stimulus for our own stories



Block 2 - Making our own Great Fire of London (Week 4)

- Making houses and setting fire to them in the playground
- Recount of burning the houses



Block 3 - To design, create and evaluate our own Fire Engine (Week 5-6)

- Life of a firefighter
- Features of a modern day fire engine
- Instruction writing
- Fire safety

Year 2: Fire! Fire! / National Curriculum Links

Art	History
<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys)
DT	Key vocabulary:
<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Science:</p> <ul style="list-style-type: none"> materials: wood, cardboard, glass, metal, paper, plastic Properties of materials: bendy, flexible, rigid, transparent, opaque, waterproof, absorbent, rough, smooth, reflective, fire proof <p>D&T:</p> <ul style="list-style-type: none"> Research, product, design, equipment, chassis, axle, wheel, body <p>Topic:</p> <ul style="list-style-type: none"> Firefighter, fire engine, ladder, hose, extinguisher, siren, helmet

PSHE

- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- I understand that bullying is sometimes about difference
- I can recognise what is right and wrong and know how to look after myself
- I understand that it is OK to be different from other people and to be friends with them
- I can tell you some ways I am different from my friends

Writing genres

Key texts

Diary of a Firefighter, Vlad and the Great Fire of London, Toby and the Great Fire of London, Everyday Materials, You wouldn't want to be in the Great Fire of London

Diary recount
Firework poetry
Instructions
Story

