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| Spring 2  Unit of Learning: Ice and Fire  Class: Infants   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Responsible Citizens | | | | | |  |  |  |  |  | | Problem Solving |  | Christian & British Values |  | In Our Community | | To try a different way of doing something when solving a problem.  Working on a task independently or with a partner to solve a problem for a short period of time.  To listen and respond to the ideas of a partner.  To begin to record problem solving (Pictorial, Notes)  To persist when something does not work the first time |  | School Value: Perseverance  James 1:12  12 Happy are those who remain faithful under trials, because when they succeed in passing such a test, they will receive as their reward the life which God has promised to those who love him.  British Values – Mutual Respect  Developed through working with partners on problem solving tasks and learning to cooperate with others who might learn in a different way |  | Global – Knowledge of Globally significant individuals – Ernest Shackleton, How is the climate changing in Polar regions? Samuel Pepys – Diary Keeping  National –. Learning about London as our capital city today and in the past.  Local– What can we do to help with climate change? Visit to the fire station in Hornby to find out about fire safety, the fire engine and the job of a firefighter. Forest School – Fire building, fire safety and cookery on the fire. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Successful Learners | | | | | |  |  |  |  | | | Areas of Enquiry | Key Vocabulary | Reading | | Enrichments | | **As Scientists** we will be ‘Weather Watching’ in the season of Spring to record the changes that we see. We will be investigating the properties of different materials to find out ‘ Why the buildings caught fire so quickly in the Great Fire of London’.  **As Historians** our enquiry questions will be ‘Where did Ernest Shackleton Explore?’ and ‘How do we Know? ’. We will be using our interpretation skills and communication skills. We will also be dusting off Samuel Pepys’ diary and using enquiry and interpretation skills to find out more about the Great Fire of London.  **As Geographers/Global Learners -**  We will become the ‘London Eye’, exploring what we can see in the Capital City of England.  **As Artists –** We will be using our painting skills to paint landscape scenes of Polar Regions and then contrasting colour and technique with a Great Fire of London scene taking inspiration from Verschuier and Klein.  In **Computing** we will become programmers, designing robot algorithms.  In **PSHE**  we will be exploring our rights and respect for others  **In RE** we will be exploring ‘Why the Cross is a symbol of hope for Christians’.  **In Music** we will be practising rhythm skills by drumming and dancing | **Science** - Summer, Spring, Autumn, Winter, Polar, Freezing, Melting, warm, warmth, cold, temperature, thermometer, degrees, Celsius, Metal, plastic, wood, paper, glass, clay, rock, fabric, sand, hard, soft, rough, smooth, shiny, dull, bendy, waterproof, strong, weak, group, object, sort, stretchy, magnetic, not magnetic, lets light through, materials, natural, man-made, manufactured, object, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material, flammable  **History**  - Samuel Pepys, Bakery, St Paul’s Cathedral, King Charles II, Thomas Farriner, Diary, Firebreak, Leather water bucket, Axe, Tower of London, Fire hook, Water squirt, significant individual, evidence, clues, Ernest Shakleton, Polar, explorer  **Geography/Global** – City, location, St Pauls’ Cathedral, buildings, River Thames, London Eye, Tower of London, Houses of Parliament, Landcaspe, Ariel View  **Art** – brush, size, scale, colour, mixing, primary colours, primary shades, tones, techniques, layering  **Computing** – Equipment, program, buttons, movement, instructions, robots, patterns.  Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.  **PSHE** - Respect, care, impact, relationships, behaviour, environment, money, saving money | Auto Biography: Ernest Shackleton Little People Big Dreams  The Way Home for Wolf  By Rachel Bright  Magic Grandad – Great Fire of London  An Illustrated History of the Great Fire of London by Emma Adams and James Weston Lewis  Toby and the Great Fire of London  Margaret Nash and Jane Cope  Sammy the Fire Dog  All Aboard the London Bus By Patricia Toht and Sam User | | Forest School – Fire Building, Cookery and Safety  Visit to Fire Station | |

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| Confident Individuals |
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| Key Learning Outcomes |
| **Science**  **Seasonal Change**  **Materials and their Uses**  EYFS  Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter.  Explore the natural world around them, making observations and drawing  pictures of animals and plants.  Year 1 and 2  To explore using observations  To make tables, charts and displays about the weather  To distinguish between an object and the material it is made from.  To identify and name a variety of everyday materials, including wood, plastic, glass and metal;  To begin to describe simple physical properties of everyday materials  To give reasons for their choice of material using knowledge of materials  To perform tests and observe results  To make changes and observe results  **Geography**  **London: Capital City**  **Place Knowledge**  EYFS  Explain some similarities and differences between life in this country and  life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps  Years 1 and 2  .To identify where places are.  To show an awareness of places beyond their own locality.  To identify physical and human features of localities.  To express a view on the features of the environment of a locality.  To describe physical and human features of places.  To use appropriate vocabulary.  To use other sources with a map. E.g. written, photos or pictures.  **History**  **Significant Individual/Events – Samuel Pepys**  **Interpretation**  **EYFS**  To talk about roles people have had in the past in society  To show an interest in the lives of others  To talk about what they know from an event in the past  **Year 1 and 2**  Know some things about people, events and stories that happened a long time ago  Talk about similarities and differences between ways of life in different time periods  Tell you some parts of stories about the past  Understand why some people in the past did things  Find answers to simple questions about the past from stories, pictures or things  Look carefully at pictures or objects and answer questions  Use pictures and words to show you what I know  Use pictures, words, writing and role play to show you what I know.  **Art**  Fire Landscapes and Silhouettes – What did the Great Fire of London look like? (Verschuier, Yves Klien – abstract)  **EYFS**  To show awareness and appreciation of sensory experiences  To observe and notice features within real objects  To begin to talk about what they are creating  To begin to explore different techniques within drawing, painting and collage  **Year 1 and 2**  Exploring and developing ideas.  Explore the work of artists and craftspeople from different cultures for differences and similarities – Fire Art  Evaluating  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work.  Drawing  Experiment with a variety of media; felt tips,  Control the types of marks made with the range of media.  Name, match and draw lines/marks from observations.  Painting  Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects  Name different types of paint and their properties.  Identify primary colours by name.  **Computing**  **Year 1 and 2**  Programming: Robot Algorithms  To describe a series of instructions as a sequence  To explain what happens when we change the order of instructions  To use logical reasoning to predict the outcome of a programme  To explain that programming projects have code and artwork  To design an algorithm  To create and debug a program that I have written  **PSHE**  Rights and Respect  **EYFS**  Understand that they can make a difference;  Identify how they can care for their home, school and special people;  Talk about how they can make an impact on the natural world;  Talk about similarities and differences between themselves;  Demonstrate building relationships with friends.  **Year 1 and 2**  Recognise how a person's behaviour (including their own) can affect other people.  Identify what they like about the school environment;  Recognise who cares for and looks after the school environment.  Demonstrate responsibility in looking after something (e.g. a class pet or plant);  Explain the importance of looking after things that belong to themselves or to others.  Explain where people get money from;  List some of the things that money may be spent on in a family home.  Recognise that different notes and coins have different monetary value;  Explain the importance of keeping money safe;  Identify safe places to keep money;  Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).  **Music**  **EYFS**  Keep in time with music  **Year 1 and 2**  Experiment with and create musical patterns.  Explore, choose and organise sounds and musical ideas.  Use and understand rhythm notation  To create rhythms and arrange them in a particular order or structure.  To identify the structure of a piece of music and write it down.  Describe whether a musical texture is thick or thin (determine one strand of music or more than one strand)  Explore ways of writing down different textural layers.  Follow a given structure for a composition.  Write a structure score accurately.  Compose music with several layers.  Perform their composition accurately using the structure score.  Identify simple rhythmic patterns. |