


**Millbrook Medium Term Plan
TERM – Autumn 2017**

Red print = children's questions and ideas

YEAR GROUP - Two

<p><u>PURPOSEFUL LANGUAGE AND LITERACY</u> Use talk for writing to support: Setting Descriptions – using adjectives, adverbs and a range of sentence types. Character description - Samuel Pepys Descriptions/Comparisons of 17th Century fire engines, houses to now. <i>(History)</i> London skyline, landmarks <i>(Geography)</i> Postcards from London Diary entries - in role during GFoL Instructions How to Treat a Burn Explanations – How does fire spread? What materials burn easily/are fire retardant? What happens when you heat up ...<i>(Science)</i></p>	<p><u>HISTORY: CHANGES OVER TIME</u> The Great Fire of London Children will explore key events and explore timelines. Develop an understanding of ways of finding out about the past. Consider primary sources of information – look at Samuel Pepys diary. Increase awareness of past by comparing and contrasting modern day London with that of 1666.</p>	<p><u>COMPUTING</u> Computer Art: Children will re-create pieces of art using desktop publishing programmes. Manipulate shapes and objects. Using the internet: This unit introduces children to using the Internet safely and with a purpose. Children will search the Internet using one word, make sense of the returned results and learn how to use “for kids” to return more suitable results. Children will also follow links and return to the search results using a range of search engines, including Google.</p>	<p><u>ART: EXPRESSING VIEWPOINTS PAST AND PRESENT</u> Landscapes and Cityscapes Use sketch books to explore ideas – decide upon a medium/s suitable for creating London skyline pictures – what it may look like now, in the 17th century and when on fire. Mix and layer coloured paper to create fire and use printing of tudor/stuart houses to create silouhete. Explore colour mixing – look at primary and secondary colours</p>	<p><u>PSHCE</u> http://www.wiltshirehealthyschools.org ‘Our Happy School’ SEAL (New beginnings and Good to be Me) Children will think about how to make the classroom a safe and happy environment, how to make everyone feel welcome in the classroom and how behaviour can affect the classroom environment. Look at people who help us in society today especially fire-fighters and what it would be like without them (like in 1666 when there were no fire-fighters) RSE - Relationships Recognising and accepting feelings Building self-esteem, celebrating uniqueness Developing confidence to express views Gender stereotypes</p>
<p><u>USING MATHS IN CONTEXT:</u> Measurement How long does it take for a fireman to put out a fire? How fast does a fire engine go? How much water comes through a fire-fighters hose pipe? How many will fill the bucket/cups/jug? How many buckets to fill...? Days of the Week, numberlines using dates. 2d and 3d shape – link to houses in 1666 and the shapes that can be identified. Data handling – tally charts of recycled rubbish and fabrics used around the house.</p>	<p><u>GEOGRAPHY: KNOWING ABOUT THE WORLD:</u> Magical Mapping To locate London, Shevington and other UK Cities, towns and villages using UK Atlases, maps and co-ordiantes. Identify four countries of the UK and their capital cities. Discuss characteristics of London and identify famous landmarks. Compare London to Shevington (urban and rural)</p>	<p align="center"><u>London's Burning</u></p>  <p align="center">Visit: Greater Manchester Fire Safety Centre</p>	<p><u>PE : Multi Skills</u> Hand-eye co-ordination: Throwing and catching, kicking and rolling. Movement and control/spatial awareness: Jumping, rolling, turning and twisting. Movement and Dance: Looking at exploring the Great Fire through movement and dance.</p>	<p><u>END FOCUS/CELEBRATION SHARING EVENT</u> Christmas performance</p>
<p><u>WORKING SCIENTIFICALLY</u> As part of Everyday Materials children will... Make observations, set up investigations regarding materials suitable for building houses. Ask questions to decide what materials are more likely to catch fire and burn and which are less likely. Consider fire-fighters uniform's and what they may be made of an why. Sort and classify materials according to their properties – linked particularly to fire safety – think about the material used for dressing up clothes etc.</p>	<p><u>LEARNING ABOUT AND FROM RELIGION.</u> Think about how the GFoL got rid of all the rats and look at the Story of Moses and the plagues that tormented Egypt. Look at the role of fire in this story too. The life of Jesus: Advent and Christmas Recall the Christmas story and the special time leading up to Christmas.</p>	<p><u>DESIGN ..MAKE, EVALUATE...TECHNICAL KNOWLEDGE INC COOKERY</u> Fabric Faces – Self portraits Explore different fabrics – chose, join, manipulate. Introduce running stich And then apply skills, create and evaluate fabric portrait Cookery – Making bread</p>	<p><u>MUSIC</u> Performing, Composing and Appraising: Singing chants and rhymes and simple use of instruments. Listen to early instruments and consider textures, melodies and clapping rhythmns.</p>	<p>Significant persons: scientist/artists /composers/ historical figures Samuel Pepys Estimation Station Reasoning station Writing table</p>

