



Great Fire! Spring 2



Our Key Enquiry Question is...

Can disasters have a positive impact?

Websites:

Possessive Apostrophes: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/ztgbsk7>

Contractions: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3j4vwx>

Computing: Using Publisher on desktop, and the Book Creator app.

Books: Can you start your book challenge?

Places to Visit:

Can you visit Newcastle or Gateshead Quayside and find all the key places that we will learn about?

Challenges for Home:

Can you start to read analogue clocks to the nearest five minutes?

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be **#ResponsibleCitizens**

Through our creative curriculum, we will be **#HavingFun** whilst learning.

We will continue to inspire and develop **#ConfidentIndividuals**

Having fun, achieving excellence.

Successful learners. **Confident individuals.** **Responsible citizens.**

Key Dates and Reminders:

PE will continue to take place on Mondays and Tuesdays; please dress appropriately in school PE kit. This includes a red top and dark bottoms.

Literacy

We will start the half term learning about apostrophes. We will learn how to use these for both contractions and possession. We will use this to support us as we write in a variety of ways.

We will write for a variety of purposes. This will include a description written in first person, a diary entry, a comic strip and a newspaper report.

To complete these pieces of writing, there will be a big focus on writing in the past tense. Adding -ed endings to regular root words was a key target in Year 1 and we continue to work on this in Year 2.

We will continue to hear the children read weekly, in Guided Reading or 1:1 sessions. Please continue to read daily at home.

Numeracy

This half term, we will be spending time recapping our knowledge of both 2D and 3D shapes. We will learn about their properties, and identify lines of symmetry.

We will also explore fractions. We will build upon our Year 1 knowledge of recognising halves, quarters and thirds. We will look at equivalent fractions to $\frac{1}{2}$. This will be applied to quantities, lengths, shapes and more!

We will continue to regularly revisit the four operations.

PE *Having fun, keeping healthy and learning new skills...*

We will continue to practise gymnastics this half term, however we will be incorporating a variety of equipment! We will safely perform taught rolls, turns, jumps and travelling movements along equipment. We will also explore the inclusive sport of seated volleyball!

PSHE We will consider the question, 'what is money used for?' by learning about what money is and its different forms, for example, coins, notes, and electronic ways of paying. We will also look at getting, keeping and spending money, and learn that people are paid money for the job that they do. We will recognise the difference between needs and wants, and how people make choices about spending money. We will continue with our No Outsiders books.

RE *Developing respect, tolerance, understanding and knowledge...*

In RE, the children will continue to study the faith of Judaism. We hope to have the opportunity to visit a local synagogue and learn more about the customs of this faith.

Music *Listening, appreciating, interpreting, playing, developing...*

We will follow the Charanga scheme. 'Inventing a Musical Story' celebrates a wide range of musical styles. Listening, singing, playing, composing and performing will form the basis of our learning.

Computing

We will use Microsoft Publisher to create fire safety posters, and the Book Creator app to create non-fiction books.

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Great Fire!

Can disasters have a positive impact?

Science

This half term we will be continuing our work on electricity. We will **classify** items that do and do not need electricity and discuss how to stay safe around electrical items. We will then use the wires, bulbs and batteries to create our own electrical circuits.

This half term we will also be learning about different forces. We will be **researching** when we use the different forces of push, pull and twist.

Finally we will be **identifying** different sources of light and explain how we see things, with light travelling from the light source to our eyes.

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/Design Technology

This half term our focus will be on designing, making and evaluating. We will explore different strands of Design Technology by recapping our knowledge of wheels and axels to design a fire engine, and join materials together to make a Tudor House.

We will also bake bread—just like Thomas Farriner—and this will allow us to explore instructions in Literacy.

History

This will be our main focus this half term. We will start with a 'History Mystery' whereby the children will use their historical understanding and inference skills to piece together clues and predict what we are learning about—please keep the following quiet until we have completed this task! We will explore the events of the Great Fire of London, before learning all about the Great Fire of Newcastle and Gateshead. We will look at **chronology**, placing the events leading up to the fire in order before looking at the **causes and consequences** of these infamous events! We will also consider the **significance** of the fires, and consider the **changes** that they caused. We will also have a visit from 'That History Bloke' to help enhance our understanding of these significant events!

Chronology, Cause and Consequence, Historical Significance, Continuity and Change

Geography

To further develop their understanding of **location and place**, the children will use their **atlas skills** and **place knowledge** to construct their own map of the quayside. This will deepen their understanding of their local area, both past and present, and help them to understand the historical event of the Great Fire of Newcastle.

The children will consider the effects that local geography and housing positions had on this event. They will make **plans** and **decide** the best way to rebuild London post-disaster.

Location and Place, Cause and Effect, Planning and Decision Making, Change

Key Vocabulary

History

- Cause
- Disaster
- Impact
- Change

Geography

- Gateshead
- Newcastle
- Quayside
- London

Science

- Forces
- Push
- Pull
- Twist
- Electricity
- Current
- Battery
- Wire
- Source of Light

Literacy

Please discuss the following, how they look, and when to use them:

- Contraction
- Possessive (apostrophe)

Numeracy

- Shape names—2D and 3D
- Vertices
- Symmetrical
- Equivalent

Key Stage 1

- *Can you read these words with a grown up and talk about what they mean?*
- *Do you know any similar words?*

Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

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