

BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Elm Class Year 1/2 Term: Autumn 2

Curriculum Unit – Fire! Fire!

Key Learning Overview;-

Science – The children will learn about what animals eat. They will sort animals into herbivores, carnivores and omnivores, and explore how different animals eat differently.

History- The children will identify some similarities and differences between their way of life and the way of life during the Great Fire of London in 1666. They will ask and answer questions about the past, using a range of sources. They will also learn some of the important events from the Great Fire of London.

Design Technology- The children will design and make a picture with a moving part to reflect an event from the Great Fire of London. They will talk about their design as it develops and identify good and bad points, making modifications where necessary.

Music- The children will learn to use their voices expressively by singing songs and speaking chants and rhymes. They will also listen to music and songs inspired by the theme of fire and fireworks. They will work collaboratively to compose their own piece of 'fire' music.

Writing Opportunities-

The children will write innovated stories based on the book 'Zog' and innovated poems about fire.
They will write setting and character descriptions based on The Snow Dragon
Diary entries about The Great Fire of London

Class Novel, key texts and extracts-

Poem Firework Night
London's Burning Rhyme
London Bridge is Falling Down
The Snow Dragon by Vivian French

Curriculum Shapers

- Be Curious: Show an interest in life in the past *Use a range of sources to ask and answer questions
- Be Knowledgeable: Secure an understanding of life in the past in London 1666.
- Be Adventurous: Appreciate and perform songs from an eclectic range of styles and genres
- Be Ambitious: Strive for improvement
- Be Creative: Apply new skills to produce their own moving picture. *Create their own music.
- Be Collaborative: Work with others to sing songs and produce music.
- Be Reflective: Evaluate their own work to make improvements *Recognise positive points
- Be Positive: Develop their own opinions about their work *Listen to and respond to advice

Key Questions

- Where is London?
- What is it like today?
- How can we find out what London was like in 1666?
- Can we sequence the events of the Great Fire of London?
- How are moving parts in books made?
- How can we make a moving part for an image of the Great Fire of London?
- How have different musicians been inspired by the theme of fire?
- Can we work collaboratively to produce our own fire music using instruments?

Key Skills Coverage – Science

Prior Knowledge

EYFS –

* They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Year 2 Children

*Y2 Basic needs of animals; food chains; habitats; offspring growth

Key Skills and Knowledge

Working Scientifically

Where does food come from? Observing closely, using simple equipment; identifying and classifying

Who eats plants? Performing simple tests; identifying and classifying

Who eats only meat? Observing closely; identifying and classifying

Who eats both? Performing simple tests; gathering and recording data

What are some unusual foods? Identifying and classifying; using observations to suggest answers

How do animals eat differently? Performing simple tests; identifying and classifying

Common Misconceptions

- All animals with sharp teeth are carnivores.
- Humans are carnivores because they have canine teeth
- All herbivores only eat grass.
- Fish only eat plants.
- Small animals are herbivores.
- All animals that eat plants have flat teeth.
- All animals in an animal group eat the same foods.
- Animals only eat one type of food.

Key Vocabulary

animal

carnivore

herbivore

omnivore

teeth

diet

meat

plant

origin

sort

classify

observe



Key Skills Coverage – History

Prior Knowledge

EYFS - Understanding the world: The world
*Looks closely at similarities, differences, patterns and change.
*Children know about similarities and differences in relation to places, objects, materials and living things.

KS1
*Gained an understanding of timelines and chronology during Me, My Friends and My Family topic
*They used a range of sources to find out about the changes to their school and homelife

Key Skills and Knowledge

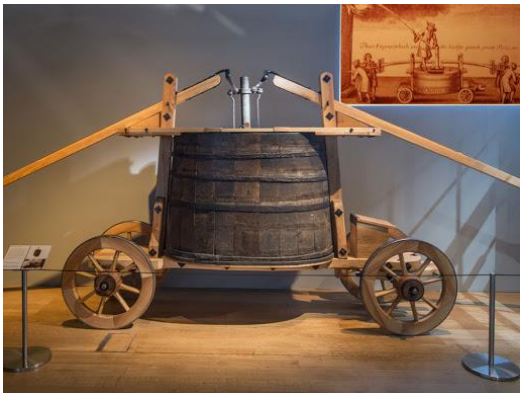
Chronology
*Know where some people and events fit into a chronological framework
*Place set of events or objects in chronological order

Events, People and Changes
*To tell the difference between past and present in their own lives and others lives by making simple comparisons
*Use simple stories and sources to show they understand key features of events.

Enquiry
*Use a range of sources to find out about a period - artefacts, pictures
*To begin to understand the reasons why people acted as they did using sources







Key Vocabulary

London – capital city of England.

firefighter – a person who puts out fires

fire brigade – at the time consisted of a tub of water on wheels

escape – to get to safety away from the fire

River Thames – a famous London river that was used to escape the fire

flammable – easily set on fire

monument - a statue, building, or other structure built to commemorate an important person or event

eyewitness - a person who has seen something happen and can give a first-hand description of it

thatched roof – a house roof made from straw

tudor houses – Tudor houses were built of wood during the Tudor era in England between **1485** – **1603** and they had a very distinctive black-and-white style appearance.

Samuel Pepys – (23 February 1633 – 26 May 1703) was an administrator of the navy of England and Member of Parliament who is most famous for the diary he kept for a decade while still a relatively young man.

Charles II – the King at the time of the fire

Thomas Farriner – was a baker. His bakery in Pudding Lane was the source point for the Great Fire of London

Key Skills Coverage – DT

Prior Knowledge

EYFS – Expressive arts: Exploring and using media and materials
*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
EYFS – Expressive arts: Exploring and using media and materials
*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.
Year 2
*Mechanisms – wheels and axles
*Structures – card structures of playground equipment

Key Skills and Knowledge

Design
*Generate initial ideas and design criteria through own experiences
*Name the tools they are going to use.

Make
*Experiment with sliders and levers.
*Understand that different mechanisms produce different types of movement.
*Cut along various lines.
*Use a range of materials to create models

Evaluate
*Evaluate their ideas throughout and using their finished products.
*Record any changes made during the process.

Technical Knowledge
*Explore and use mechanisms [for example, levers, sliders] in their products

Key Vocabulary

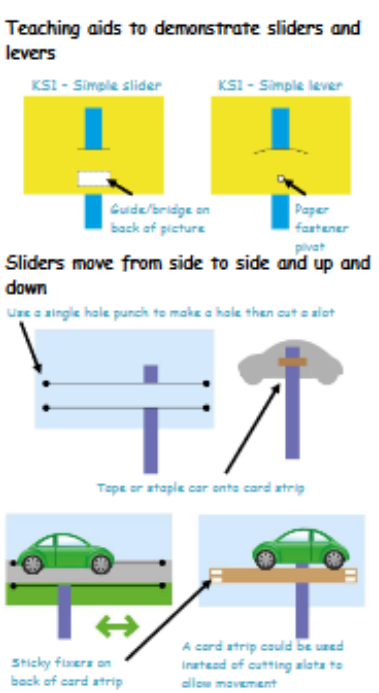
Mechanism-a device used to create movement in a product.

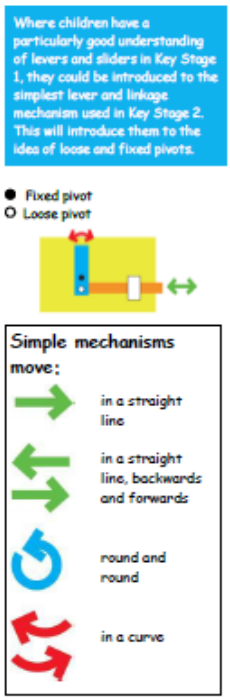
Lever-a rigid bar which moves around a pivot. Levers are used in many everyday products. In this project children will use card strips for levers and paper fasteners for pivots.

Slider–a rigid bar which moves backwards and forwards along a straight line. Unlike a lever, a slider does not have a pivot point.

Slot-the hole through which a lever or slider is placed to enable part of a picture to move.

Guide or bridge-a short card strip used to keep sliders in place and control movement







Key Skills Coverage – Music

Prior Knowledge

EYFS – Expressive Arts: Exploring and using media and materials

* Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EYFS – Expressive Arts: Being imaginative

*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1

*The children have sung a number of class songs during music lessons.
*They performed to an audience during the class showcases.

Key Skills and Knowledge

*listen with concentration and understanding to a range of high-quality music
*use their voices expressively and creatively by singing songs and speaking chants and rhymes





London Bridge is Falling Down

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.

Build it up with sticks and stones,
Sticks and stones, sticks and stones,
Build it up with sticks and stones,
My fair lady.

Sticks and stones will all fall down,
All fall down, all fall down,
Sticks and stones will all fall down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay,
Build it up with wood and clay,
My fair lady.

Wood and clay will wash away,
Wash away, wash away,
Wood and clay will wash away,
My fair lady.

Build it up with bricks and mortar,
Bricks and mortar, bricks and mortar,
Build it up with bricks and mortar,
My fair lady.

Bricks and mortar will not stay,
Will not stay, will not stay,
Bricks and mortar will not stay,
My fair lady.

Build it up with iron and steel,
Iron and steel, iron and steel,
Build it up with iron and steel,
My fair lady.

Iron and steel will bend and bow,
Bend and bow, bend and bow,
Iron and steel will bend and bow,
My fair lady.

Build it up with silver and gold,
Silver and gold, silver and gold,
Build it up with silver and gold,
My fair lady.

Silver and gold will be stolen away,
Stolen away, stolen away,
Silver and gold will be stolen away,
My fair lady.

Set a man to watch all night,
Watch all night, watch all night,
Set a man to watch all night,
My fair lady.

Suppose the man should fall asleep,
Fall asleep, fall asleep,
Suppose the man should fall asleep ?
My fair lady.

Give him a pipe to smoke all night,
Smoke all night, smoke all night,
Give him a pipe to smoke all night,
My fair lady.

Key Vocabulary

genre – a style or type of music

pulse – the constant beat in a piece of music

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

round/canon- tune that is repeated at regular intervals by different performers, but with different starting times

dynamics – how loud or quiet a piece of music is

tempo – speed of a piece

duration- length of note

pitch- how high or low a sound is

timbre- the quality of sound

texture- layers of sound