

Year Group:2 Term: Autumn

Challenge pack

Sparks will Fly

Learning Challenge



Hooks or memorable experiences

Hook— transported back in time to 1666 and Thomas Farriner’s bakery. The children will experience baking bread as Thomas Farriner did.



Public Product—what will the outcome look like to demonstrate learning?

Children will use creative modes of telling key stories of fire from the past, different religions and important stories around fire safety.

Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web:

The Owl Who Was Afraid of the Dark,
The Fox in the Dark, Pop up London, The Dark

Cognitive skills / Meta-learning— specific teaching examples to use in learning



C & S: What was the sequence of events that took place leading up to, at the time of, and after the Great Fire of London?

Killer Questions—those asked to measure understanding of pupils

What was the Great Fire of London? When and where did it happen?

Why did the Great Fire have affect people so much?

What was the Gunpowder plot?

What have we learnt from events in the past involving fire?

Why is fire safety so important?

Year group	2	Term	Autumn	Challenge Pack	Sparks will Fly—How can we tell stories of fire?		
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? (<i>Declarative knowledge</i>)		Children will know HOW TO...? (<i>Procedural knowledge</i>)		Prior learning (<i>Schemata</i>)	Vocabulary	
History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally – the Great Fire of London, the Gunpowder plot 		<ul style="list-style-type: none"> H1.1c Refer to historical periods as the past, using historical phrases and time periods. H1.1d Sequence key events within a time period. H1.2b Ask questions about what has happened in a time period beyond our lifetime H1.2e Use evidence from written and visual H1.3a Identify different ways the past is represented H1.3b Identify how changes in our living memory have affected national life H1.3c Identify how significant events or individuals have had impact nationally or globally 		<ul style="list-style-type: none"> Sequencing artefacts or photographs from oldest to newest Understanding that history is time that has passed, and that some time periods are longer ago than others That so things from the past are still the same today and that other things have changed Awareness of local history and Victorian history of the seaside. 		Past History Evidence Question Enquire National life Great Fire of London Gunpowder plot London Houses of Parliament Guy Fawkes
Geography	<ul style="list-style-type: none"> Name/locate the capital cities of UK Use aerial photographs, plan perspectives and devise simple maps (London) 		<ul style="list-style-type: none"> G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas G1.4c Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		<ul style="list-style-type: none"> Name of 4 countries of the UK and their locations Location of where we live and where our school is Location of the beaches in the UK 		United Kingdom England, Ireland, Scotland, Wales, Northern Ireland London. Cardiff, Edinburgh, Dublin, Belfast Aerial map Plan view Symbols and Key
RE	<ul style="list-style-type: none"> Own and others religious experiences and values. Fire and light in religions around world. Stories from 2 religions - Key figures studied 				<ul style="list-style-type: none"> Awareness of features of religion of Christianity Own and family experiences of the world through religions 		Diwali Rama and Sita Hinduism
Art	<ul style="list-style-type: none"> Paintings and artists that use colour mixing, or depict fire and fireworks images 		<ul style="list-style-type: none"> A2.3a Know which primary colours mix to make secondary A2.3b Know that there are different types of paint- water-colour, poster paint etc and to explore these in practice. A2.3c Know which brushes and tools to choose to work at different scales 		<ul style="list-style-type: none"> Experience of working with paint for printing Experience of painting images from imagination and observation 		Primary colours Secondary colours Water colours Poster paint Brushes
Design Technology	<ul style="list-style-type: none"> Tudor House designs 		<ul style="list-style-type: none"> D1.3a Choose appropriate materials and tools D1.3d Measure and mark when preparing to cut materials 		<ul style="list-style-type: none"> Experience of working to design products— e.g. photo-frame and using tools to complete task 		Scissors, Cardboard Tudor—Half timbering
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> Record video – stories of fire Saving and storing work Word processing—add images 		<ul style="list-style-type: none"> C1.1c To record a video C1.2b Use technology purposefully to organise content C1.2c Use technology purposefully to manipulate content 		<ul style="list-style-type: none"> Using iPad to take photos 		Video, iMovie Record Save, Save as, File Microsoft word, Keyboard, Mouse, word process
PSHE	<ul style="list-style-type: none"> First aid – emergency service call Respectful relationships. Living in the wider world. 		<ul style="list-style-type: none"> PSHE B1.3 I know how to make a clear call to emergency services PSHE C1.3 I know why we have rules and the importance of following these in class or in school. PSHE A1.10 I can talk about behaviours that are unkind to others and the emotions that this may make them feel. 		<ul style="list-style-type: none"> How we are different to others Jobs within the community Role models Internet safety 		First aid Emergency 999 Healthy diet