Castercliff Primary Academy – Medium Term Plan.

Year Group: 2KJ 2OP	**Overarching Question: What happened on Pudding Lane?**
Term: Spring 2	**Topic Driver: History- The Great Fire of London**

History: Beyond Living Memory- The Great Fire of London	PE: Throwing and Catching
Science: Living Things and Their Habitats (Interpret and Report)	RE: Islam
DT: Textiles	Computing: Creating Media- Stop Motion
ART: N/A	Music: Musical Me

myHappymind		**Enrichment** Visitor- Great Fire of London Workshop
Class Novel	**English**	
The Lighthouse Keeper's Lunch Rhyming- Senses (Poetry)		Retell as a character. Non-Chronological report.

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Week: 1	**Subsidiary question:**
Topic Driver knowledge & skills History- <u>To develop awareness of significant historical events including the Great Fire of London.</u> *Know about an event or events that happened long ago, even before their grandparents were born.*	**Secondary Subject knowledge & skills** <u>Science</u> -To explore and compare the differences between things that are living, dead, and things that have never been alive. <u>Music</u> -To sing and play an instrument at the same time <u>DT</u> -To sew a running stitch <u>RE</u> -To explain the central Muslims beliefs and show respect for other people religious beliefs. <u>Computing</u> -To understand what animation is.
Vocabulary- To be displayed in class.	<u>Science</u> Living, used to be alive, never alive, habitat, basic needs, water, air, healthy, move, rocks, feed <u>Music</u> Pulse, rhythm <u>DT</u> Fabric, knot, needle, needle threader, running stitch, sew, thread <u>RE</u> Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs. Predestination <u>Computing</u> -Animation, flipbook, frame, still image, moving frame

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Week: 2	**Subsidiary question:**
Topic Driver knowledge & skills History- <u>To order and sequence the key events of the Great Fire of London.</u> *Know about an event or events that happened long ago, even before their grandparents were born.* *Order and sequence events and objects.*	**Secondary Subject knowledge & skills** <u>Science</u> -To explore and compare the differences between things that are living, dead, and things that have never been alive. <u>Music</u> -To choose and play appropriate dynamics and timbres for a piece of music. <u>DT</u> -To sew a running stitch. <u>RE</u> -To name the holy Muslim book and retell a faith story. <u>Computing</u> -To create a stop motion animation
Vocabulary- To be displayed in class.	**Vocabulary -** <u>Science</u> Living, used to be alive, never alive, habitat, basic needs, water, air, healthy, move, rocks, feed <u>Music</u> Pulse, rhythm, beat, dynamic, timbre <u>DT</u> Fabric, knot, needle, needle threader, running stitch, sew, thread <u>RE</u> Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs, predestination, pbuh, mosque, worship, prophet, idol <u>Computing</u> -Animation, flipbook, frame, still image, moving frame, background, object, stop motion

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Week: 3	**Subsidiary question:**
Topic Driver knowledge & skills History- <u>To recognise, why events happened and what happened as a result.</u> Know what we use today instead of a number of older given artefacts.	**Secondary Subject knowledge & skills** <u>Science</u> -To describe how animals obtain their food from plants and other animals. <u>Music</u> -To use musical notation to play melodies. <u>DT</u> -To join fabrics using a running stitch. <u>RE</u> -To describe Muslim tradition and explain how they are linked to festivals and rituals. <u>Computing</u> -To plan my stop motion animation.
Vocabulary- To be displayed in class.	**Vocabulary** <u>Science</u> Habitat, microhabitat, depend, basic needs, survive, food source, food chain, living, alive, healthy, shelter, safety, space, air <u>Music</u> Pulse, rhythm, beat, dynamic, timbre <u>DT</u> Fabric, knot, needle, needle threader, running stitch, sew, thread <u>RE</u> Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs, predestination, pbuh, mosque, worship, prophet, idol, Ramadam, Eid ul-Fitr <u>Computing</u> -Animation, flipbook, frame, still image, moving frame, background, object, stop motion

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Week: 4	**Subsidiary question:**
Topic Driver knowledge & skills History- <u>To observe or handle sources to answer questions about the past on the basis of simple observations.</u> *Use common words and phrases concerned with the passing of time.* *Recognise that their own lives are similar and / or different from the lives of people in the past.*	**Secondary Subject knowledge & skills** <u>Science</u> -To describe how animals obtain their food from plants and other animals. <u>Music</u> -To use letter notation to write my own melody. <u>DT</u> -To decorate a pouch using fabric glue or stitching. <u>RE</u> <u>Computing</u> -To create a stop motion animation.
Vocabulary- To be displayed in class.	**Vocabulary** <u>Science</u> Habitat, microhabitat, depend, basic needs, survive, food source, food chain, living, alive, healthy, shelter, safety, space, air <u>Music</u> Pulse, rhythm, beat, dynamic, timbre, melody, notation <u>DT</u> Fabric, knot, needle, needle threader, running stitch, sew, thread, fabric glue, decorate <u>RE</u> Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs, predestination, pbuh, mosque, worship, prophet, idol, Ramadam, Eid ul-Fitr <u>Computing</u> -Animation, flipbook, frame, still image, moving frame, background, object, stop motion

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Week: 5	**Subsidiary question:**
Topic Driver knowledge & skills History- To describe key moments of 'The Great Fire of London in a news report. *Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.* *Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc).*	**Secondary Subject knowledge & skills** Science -To describe how animals obtain their food from plants and other animals. Music -To use timbre and dynamics in musical composition DT RE Computing -To create a stop motion animation.
Vocabulary- To be displayed in class.	**Vocabulary** Science Habitat, microhabitat, depend, basic needs, survive, food source, food chain, living, alive, healthy, shelter, safety, space, air Music Pulse, rhythm, beat, dynamic, timbre, melody, notation DT Fabric, knot, needle, needle threader, running stitch, sew, thread, fabric glue, decorate RE Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs, predestination, pbuh, mosque, worship, prophet, idol, Ramadam, Eid ul-Fitr Computing -Animation, flipbook, frame, still image, moving frame, background, object, stop motion

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Week: 6	**Subsidiary question:**
Topic Driver knowledge & skills History- Assessment	**Secondary Subject knowledge & skills** <u>Science</u> Assessment <u>Music</u> -To perform my own musical piece. <u>DT</u> <u>RE</u> <u>Computing</u>
Vocabulary- To be displayed in class.	**Vocabulary** <u>Science</u> Habitat, microhabitat, depend, basic needs, survive, food source, food chain, living, alive, healthy, shelter, safety, space, air <u>Music</u> Pulse, rhythm, beat, dynamic, timbre, melody, notation <u>DT</u> Fabric, knot, needle, needle threader, running stitch, sew, thread, fabric glue, decorate <u>RE</u> Muslim, Allah, Qur'an, mosque, worship, taqiyah, Eid, prophet, judgement, beliefs, predestination, pbuh, mosque, worship, prophet, idol, Ramadam, Eid ul-Fitr <u>Computing</u> -Animation, flipbook, frame, still image, moving frame, background, object, stop motion