

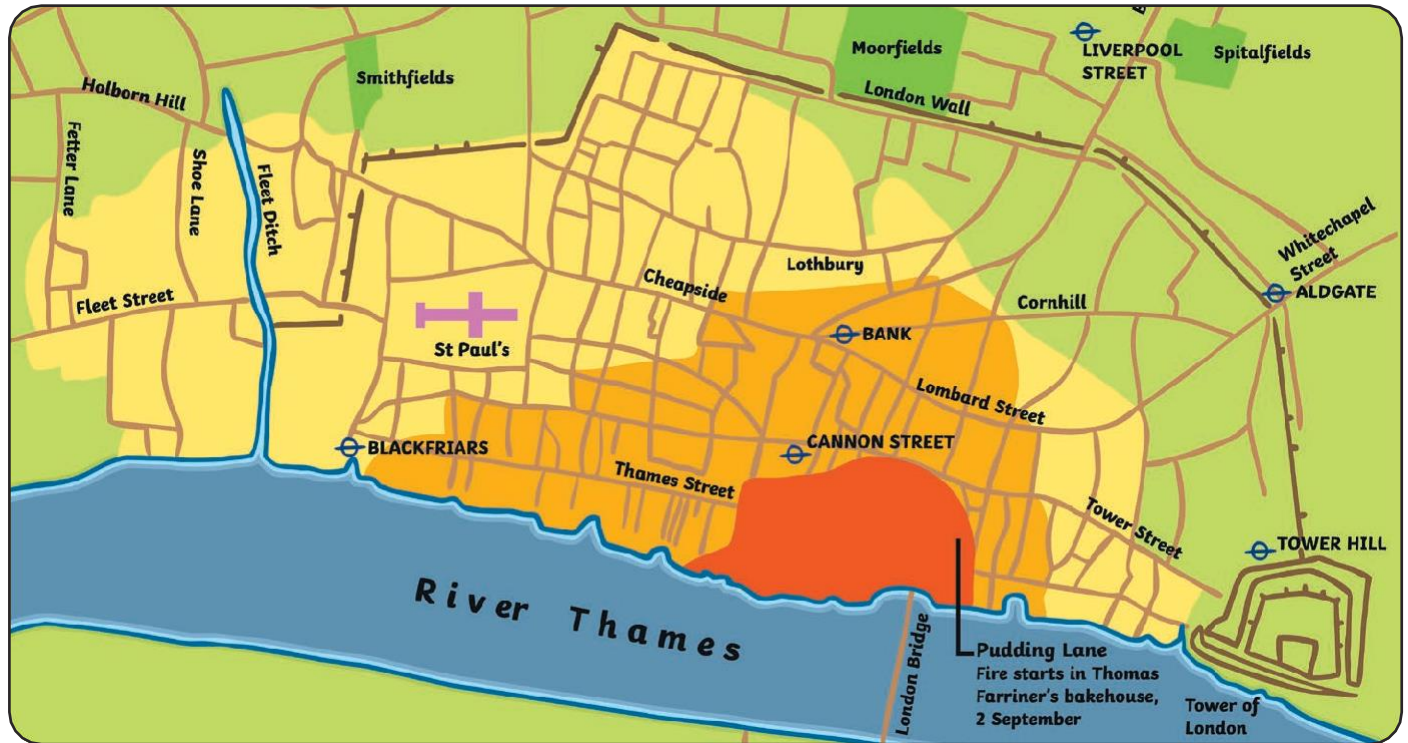
Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

Key People			
	Samuel Pepys	Sir Christopher Wren	King Charles II

Key Knowledge	
When was the Great Fire of London?	The Great Fire of London started on Sunday 2 nd September 1666 and ended on Thursday 6 th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt . King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.

Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday
4-5th September 1666



Timeline of Events

Monday 3rd September 1666
The fire gets very close to the Tower of London.

Tuesday 4th September 1666
St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666
The fire starts at around 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

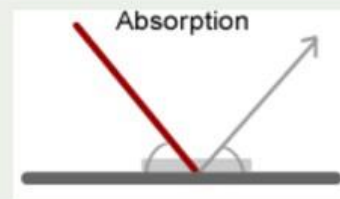
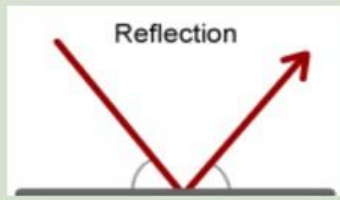
Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.

Light | Year Two |

Reflective vs non-reflective materials

reflective	Smooth, shiny surfaces	Reflects light well. Most of the light that hits the surface bounces off
Non-reflective	Dull, dark surfaces	Do not reflect light well. Some light bounces off the object but most of the light is absorbed.

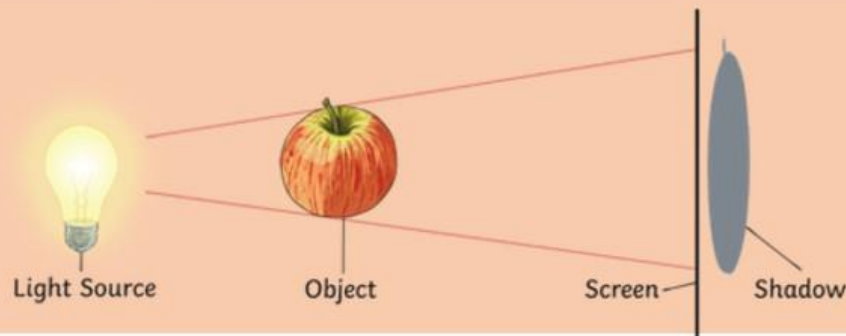


Keywords

Light source	Something that makes light e.g. the sun, a fire or a torch.
Light	A type of energy that travels in waves from a light source.
Dark	The absence of light.
Shadow	Formed when an object blocks a source of light.
Reflection	When light bounces off an object.
Absorb	When something (e.g. light) is taken in.

How a shadow is formed

When an object is **opaque** light cannot pass through it and so a shadow is formed.

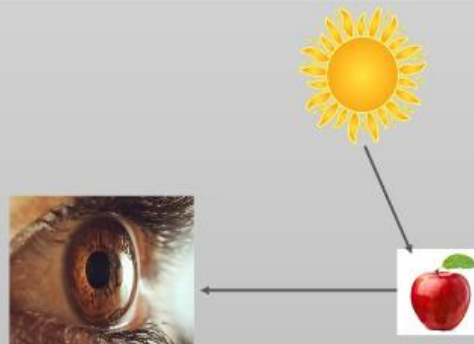


Why we have day and night

- 1) The Earth spins on an axis.
- 2) When a part of the Earth is facing the sun its light can reach you. This is called **daytime**.
- 3) When a part of the Earth is facing away from the sun its light cannot reach you and so it is dark. This is called **night time**.
- 4) It takes 24 hours for the world to spin all the way around.

How we see

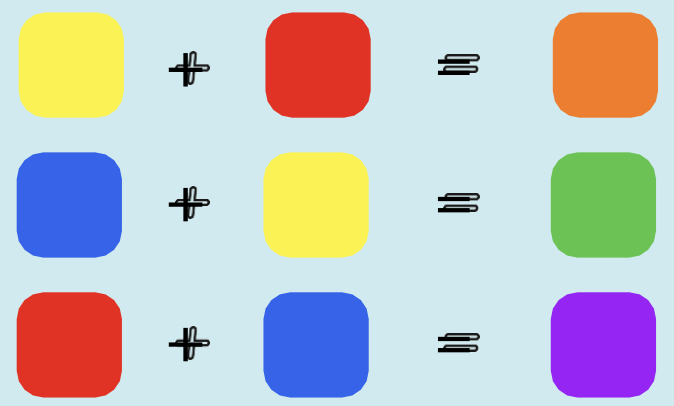
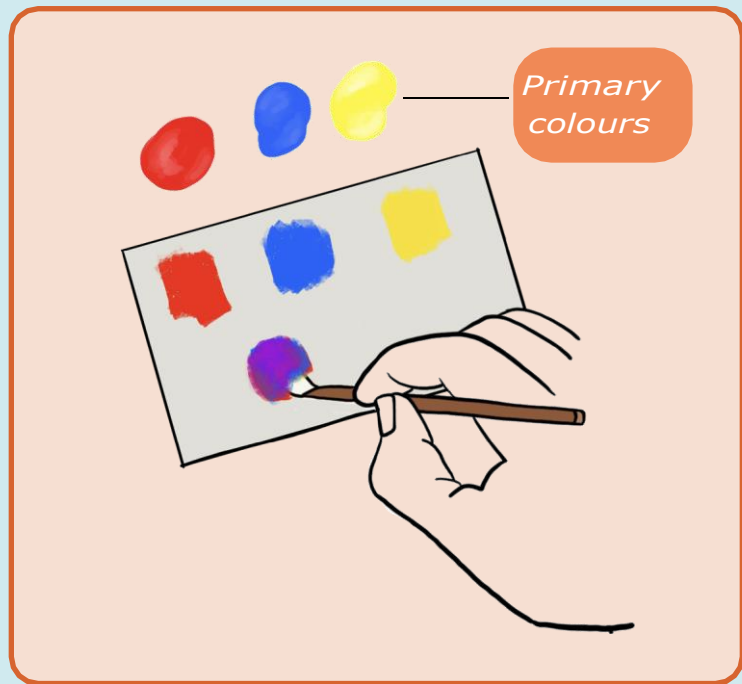
- 1) A light source produces light
- 2) Light travels from the light source to the object
- 3) Light bounces off the object
- 4) Light travels from the object to our eye
- 5) Light enters your eye through the pupil
- 6) Our eyes send a signal to our brain



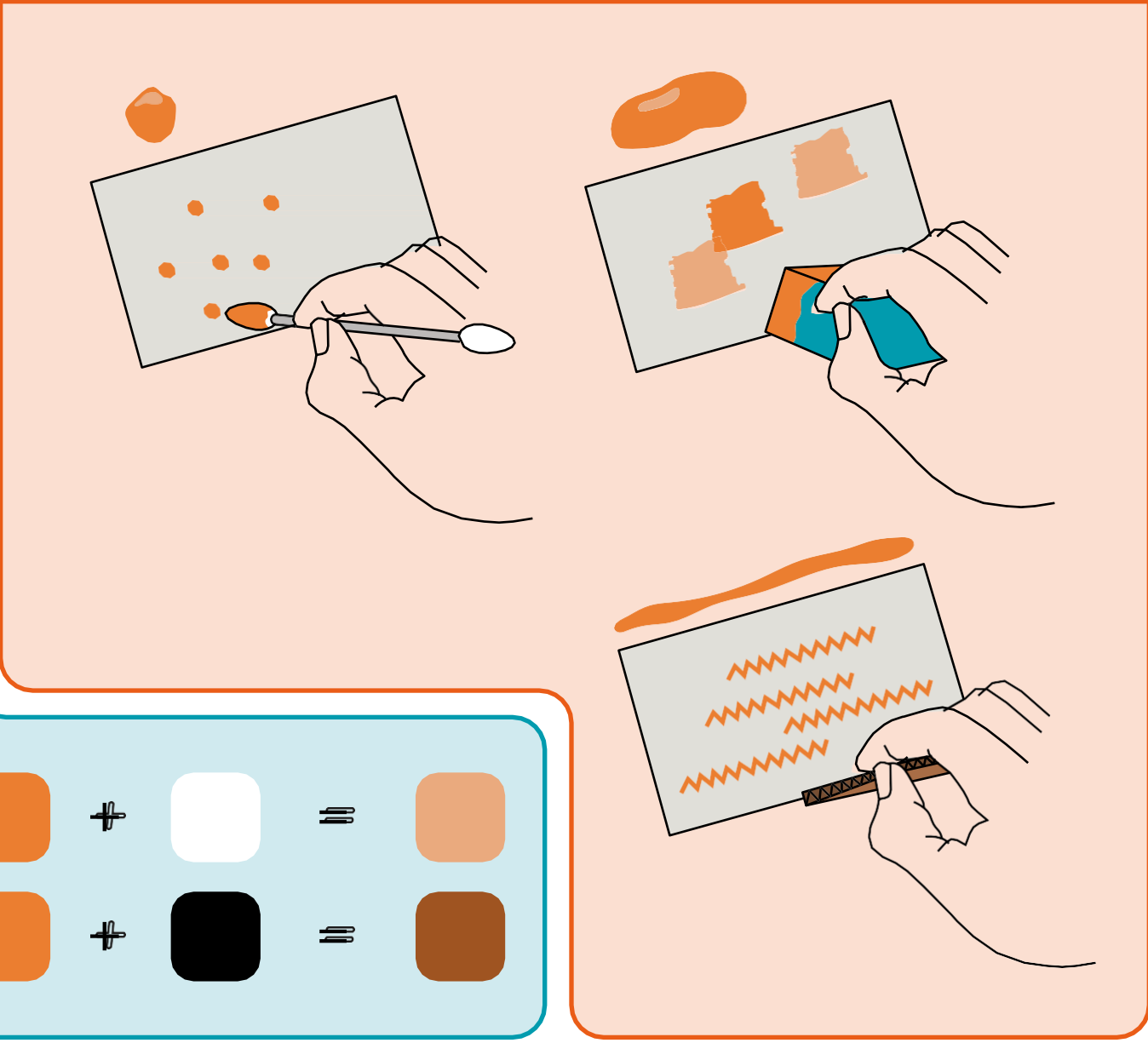
Investigations:

- Which materials are reflective?
- How can you change the size of a shadow?

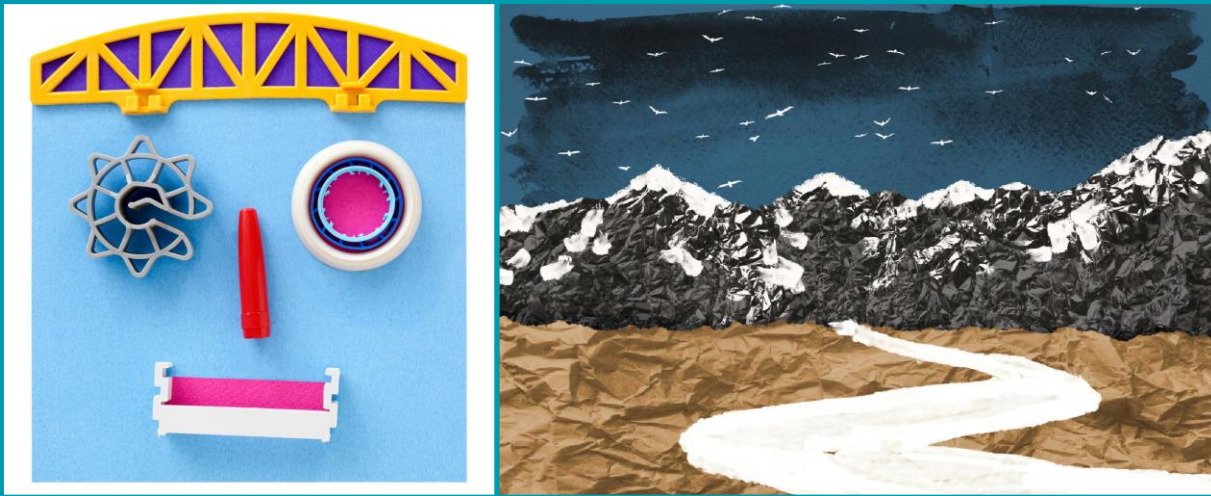
Mixing secondary colours



Painting tools can make textures



Collage



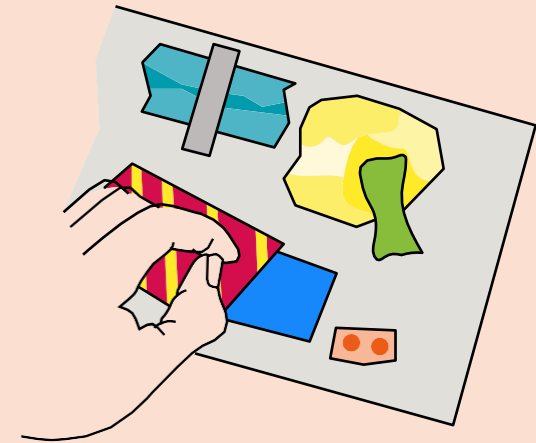
Arranging materials and sticking them to a surface.

Romare Bearden

1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

Overlap materials



Charcoal	A drawing material made from burnt wood
Cross-hatching	Drawing lines crossed over and close together
Scribbling	Drawing lines in a fast and irregular way
Concertina	Folding something backwards and forwards so it becomes smaller but can be stretched out again
Expression	Is the look on a face caused by how someone is feeling
Stippling	Making quick up and down hand movements to make dash and dot marks on paper
Illustrations	Showing a story using pictures
Illustrator	Someone who draws book illustrations

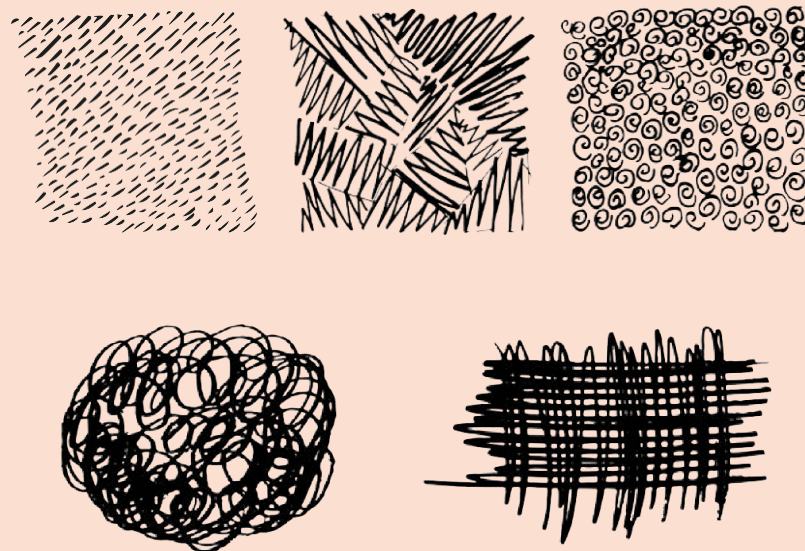
What is charcoal? Charcoal is wood that has been burnt. It is black and snaps easily. It is good for drawing but can be messy.



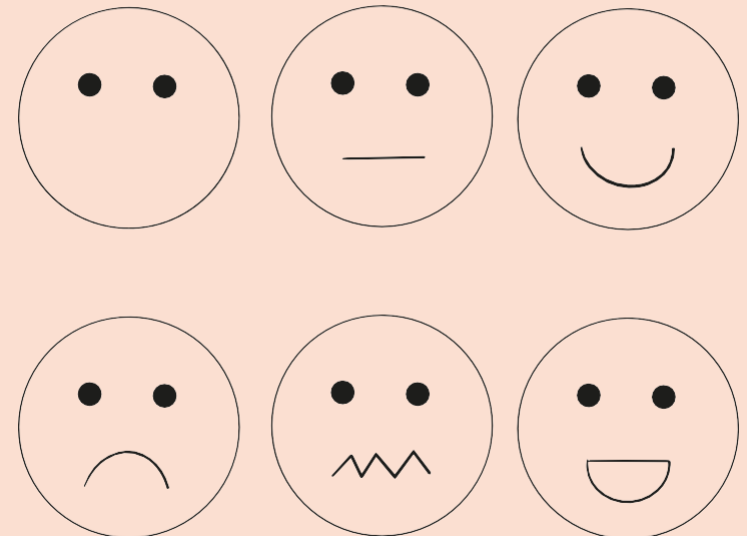
Quentin Blake

- Born in London in 1932
- Most famous for illustrating Roald Dahl books
- He has won lots of prizes for his work
- He has been a teacher showing other people how to draw

How can you use charcoal to make these marks?



Simple lines and shapes can show different expressions



Prior Learning: In Year 1, children learned how to stop a ball with the sole of their foot. They began to learn how to pass a ball using the inside of their foot, and how to dribble the ball keeping it near to them. They also learned how to find space in the game, and to shoot into targets. They were introduced to small sided 2v2 games.

Key Skills

Physical Me

- Kicking** **Agility**
- Running** **Balance**
- Dribbling** **Co-ordination**
- Passing**

Value Me:

- Fair Play
- Honesty

Thinking Me

How can I move into a space?

Social Me

- Communication
- Encourage
- Collaboration



Invasion Games you can play...

- Football
- Basketball
- Rugby
- Handball
- Hockey
- Lacrosse
- Netball

Key Vocabulary

Score

Space

Invasion

Aware

Inside

Outside

Tackle

Key Knowledge

Space- It is important to run into a space so one of your team can see you easily and pass to you.

Stopping the ball - When stopping the ball use the sole, inside or outside of your foot.

Passing - Use the inside of foot, point your foot in direction of pass

Dribble - Use the inside of foot, head up, keep the ball close to you.

Invasion Games have...

Attackers

- Aim to score a goal or point
- Create space
- Keep possession
- Move into a scoring position

&

Defenders

- Try and stop the opposition from scoring
- Mark the opposition
- Try and win the ball back

Unit Objective:

To be able to greet and hold a simple and short conversation in French.

By the end of this unit we will be able to:

- Say 'hi' and 'hello' in French.
- Say 'my name is...' in French.
- Ask somebody in French how they are feeling and give a reply.
- Say 'goodbye' and 'see you later' in French.

Skills we will develop:

Learning to listen and repeat what we hear with improving accuracy. Working on memory skills so we are able to have a simple and short conversation in French using the words and the short phrases we have learnt.

Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in French from memory, by the end of the unit.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

It will help if we already know:

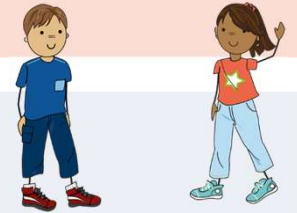
- None as this is recommended as a starter unit.



Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **ON** sound in 'salutations' & 'bonjour'
- **OU** sound in 'bonjour'
- **OI** sound in 'au revoir'
- Silent letters. We will see that the letter 's' is not pronounced in the word 'salutations'. This is because some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in 'bonjour'. Made from the back of the mouth, not the front.
- Elision. 'Je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h.' This is to help pronunciation. It is not optional in French.



Vocabulary we will learn & revisit:

The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Pupil Unit Glossary.

Prior Learning: In year 1, children learned different ways of balancing on the floor- on objects and low apparatus. They learned how to pick up objects in competitive games situations and to change direction (agility) when moving. They learned how to move in a variety of ways with control on their own and with equipment (co-ordination) .They also practiced their throwing and catching skills with a variety of objects.

Physical Me

-**Balance** - On the floor, equipment (on body), low apparatus

-**Agility** - Running games

- **Co-ordination** -**Skipping, hopping, jumping, running**
- **Throwing** at a target
- Moving with equipment in different directions



Key Skills

Thinking Me

- To remember my skills

Value Me:

- Kindness

Social Me

- Taking it in turns

Key Vocabulary

Paces

Balance

Control

Personal best

Apparatus

Space

Skipping

Run

Direction

Key Knowledge

Balance:

Head – Look forward

Shoulders – Arms in line

Knees – Slightly bent

and **Toes** –Light feet

Direction- You can change direction when running

- it is important to keep your balance as you turn your body

Space - When moving around, find a space to run, jump, jog, move.

Paces - How many steps you take