


Hedgehog Class-Year 2. Medium Term Planning-Term 5.

Derry Hill C of E Primary School		Year 2: Term 5: Summer 1 2025	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>History</p> <p><u>The Great Fire of London</u></p>  <p>Why is the 'Great Fire of London' great?</p>	<p>wood straw wind Pudding Lane September 1666 17th century Great Plague The River Thames King Charles II Lord Mayor of London Thomas Faryner / Fariner Samuel Pepys Sir Christopher Wren The Tower of London St Paul's Cathedral fire buckets fire hooks fire breaks</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> I can make links from the past up to the present day and can see how and why changes have occurred in town planning, building and fire-fighting. I can use photographs, maps and a diary as sources of evidence and ask logical questions or make historically relevant comments based on them. I can imagine myself in the position of somebody who experienced the Great Fire of London and describe it from their point of view. I can take part in a discussion about who was to blame for the amount of damage caused in the Great Fire and listen to other people's opinions. 	<p>LI: I can describe similarities and differences between London now and London in the 17th century.</p> <p>Lesson 1: Children look at pictures of London in the present and images of London before the Great Fire and identify at least 2 things that were the same and 2 things that were different. They discuss what different key jobs were at this time. Children watch a video about life in the 17th century and start to identify things that might have contributed to a fire starting.</p> <p>LI: I can sequence the events of the Great Fire of London and explain what helped the fire spread so quickly.</p> <p>Lesson 2: Children watch an animation explaining what happened in the Great Fire of London and discuss the events. They sequence events chronologically, using dates, and draw pictures to help them remember what happened.</p> <p>https://school-learningzone.co.uk/key_stage_one/ks1_history/the_great_fire_of_london/the_great_fire_of_london.html</p> <p>LI: I can use primary and secondary sources to help me imagine what it was like in London at the time of the Great Fire.</p> <p>Lesson 3: Children learn what primary and secondary sources of evidence are in History and discuss how useful different information is for helping us understand what happened in the fire. They listen</p>

	<p>homeless rebuild</p>	<p>Key Knowledge: I can compare London now with London in the 17th century and say what is the same and different.</p> <p>I can describe how the Great Fire is understood to have started and explain why it spread so quickly and easily.</p> <p>I can explain what equipment and methods were used to try and control the fire and discuss how effective they were.</p> <p>I can sequence key dates and times in the events of the Great Fire of London and arrange them in chronological order.</p> <p>I can explain who Samuel Pepys was and why his diary is an important piece of information.</p> <p>I can describe some changes that were made when London was rebuilt and explain why these happened.</p>	<p>to extracts from Samuel Pepys diary and complete their own diary entry describing what it was like in the fire and how they felt. https://www.youtube.com/watch?v=VarSSAwiimU</p> <p>LI: I can describe why the Great Fire of London spread so quickly and explain how it was stopped.</p> <p>Lesson 4: Children recap the main events of the Great Fire and look at the equipment that people used to try and stop the fire. They investigate decisions made by key people during the fire (Thomas Fariner / Lord Mayor of London / King Charles II) and discuss whether anyone was to blame for the amount of destruction. https://www.youtube.com/watch?v=POEIGyifX24</p> <p>LI: I can explain how London changed after the Great Fire of London and the role of King Charles II's rules in this.</p> <p>Lesson 5: Children share ideas about how they would have rebuilt London after the fire and discuss why they have made their decisions. They learn about some rules that King Charles II made about how London had to be rebuilt and see if they came up with the same ideas and discover how Christopher Wren contributed to the way London looks today.</p> <p>LI: I can summarise what I have learnt about the Great Fire of London and compare fire safety now to fire safety in 1666.</p> <p>Lesson 6: Children recall key facts that they have learnt about the Great Fire of London (using a song to help recall) and summarise these. They focus on fire safety and discuss how fire safety has changed and stayed the same since the 17th century. Children role play a fire warning as a town crier from 1666. https://www.youtube.com/watch?v=WjYk_rCKmY</p>
<p>Science</p>	<p>independent grow</p>	<p>Key Skills:</p>	<p>L1.</p> <ul style="list-style-type: none"> • Order the stages of a human life cycle • Identify each stage of a human life cycle • Draw the human life cycle

Animals including humans-2

Life Cycles



life cycle
survive
adult
develop
womb
helpless
toddler
resemble
gene
offspring
inherit
differences

Using observations, data and findings to name, label and organise items in a variety of ways.

Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.

Identifying patterns and looking for relationships to make links between scientific concepts.

Using the senses and taking measurements, using a range of equipment, to make observations about a scientific enquiry.

Key Knowledge:

Notice that animals, including humans, have offspring which grow into adults

L2.

• Match descriptions of each stage of the human life cycle • Describe each stage of the human life cycle • Compare two stages of the human life cycle

L3.

• Match offspring with their parents • Identify features inherited from a parent • Explain why some animals are more challenging to match

L4.

• Compare the life cycle of a chicken and a human • Create a bar chart • Predict the height of a chick

L5.

Name the different stages of a butterfly's life • Describe how a butterfly moves between the stages in its life cycle • Explain the life cycle of a butterfly and the process of metamorphosis

RE

Does going to the Mosque give Muslims a sense of belonging?

Islam
Muslim
mosque
'masjid'
prayer
wudu
call to prayer
Koran
Imam

Key Skills:

I can listen and respond to other people's opinions respectfully.

I can start to explain what it feels like to belong.

I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and explain why.

L1: I can start to explain what it feels like to belong to a group and make links between shared places and actions and a sense of belonging.

Lesson 1: Children discuss how they know that they belong to Derry Hill School and to Hedgehogs class. They think about their classroom, routines and clothes and make a list of things that make them feel that they belong. How would it feel if they had to move to another classroom? Children create a picture mind map of things that help them feel that they belong to a different group.

L1: I can describe what I know about Islamic prayers and identify key features of a mosque.



Koran
Prophet Muhammad
images
dome
minaret
prayer mat
Mecca
qibla

Key Knowledge:

I can make links between meeting in a certain place and feeling a sense of belonging.

I can use the right words to describe what Muslims do and feel when they attend prayers at a mosque.

I can explain how engaging in actions as a group provides people with a sense of belonging.

I can explain what happens when Muslims pray alone or at a mosque and compare the two experiences.

I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

Lesson 2: Children consider what is meant by a 'place of worship' and describe any places of worship they have visited. Why do people go there? They recap what they can remember about Islamic prayer from earlier in the year and watch a short animation to see how this transfers to a mosque. They name 6 key features of a mosque and say what they are for.

<https://www.bbc.co.uk/bitesize/articles/zfwphcw>

LI: I can use the right words to describe what Muslims do and feel when they attend prayers at a mosque.

Lesson 3: Children look at different examples of mosques and say what is similar / different about them. They watch a video showing a visit to a mosque and discuss some key points from this. They imagine that they have visited the mosque and write a short diary of their visit.

<https://www.truetube.co.uk/resource/holy-cribs-the-mosque/>

LI: I can compare the experiences of Muslims praying alone or in a mosque and say which I would prefer and why.

Lesson 4: Children watch a short video recapping what happens in a mosque but also introducing the idea that 'the whole world is like a mosque for you'. They discuss what this means for Muslims and how it would feel different praying on their own or in a big group. They complete a picture discussion task where they look at different places / ways that Muslims pray and choose the one that gives the greatest sense of belonging.

https://www.youtube.com/watch?v=hg_CbiGE9kk

LI: I can put myself in a Muslim's position and say where I think is the best place to pray so I feel a sense of belonging.

Lesson 5: Children complete a quiz to show what they have learnt about mosques and how Muslims use them. They share ideas about how they would prefer to pray if they were Muslim and design their own place to pray, including features that they have learnt about in the unit.

PSHE

Keeping Clean Skin Dental Hygiene Drug Safety



hygiene
germs
washing
drying
soap
routine
oral / dental
toothbrush / paste
flossing
mouthwash
check-up
diet
canines
molars
pre-molars
incisors
medicines
warning
dose
detergents
poisons

Key Skills:

I can manage my basic personal hygiene.

I understand and use good oral hygiene and know how to clean my teeth properly.

I can make choices about my food and daily routine that help keep my teeth healthy.

I understand how to stay safe around medicines and other household goods.

Key Knowledge:

I can explain the reason for bathing and showering and describe some 'good rules for washing'.

I can understand what germs are and how washing keeps us safer from them.

I know about dental health including regular check-ups at the dentist and good oral hygiene.

I can sort foods into those that are good for my teeth and those that are not. I can design a healthy packed lunch.

I can explain what I should do if I think I need medicine.

Children will start the unit by thinking about why they take a bath or shower. They will consider which parts of their bodies need to be washed more often and why and come up with some simple rules for 'good bathing'. They will then explore how to look after their skin in more detail and think about why it is such an amazing part of their body!

Children then explore dental hygiene. They learn about the different types of teeth that they have and how to clean them properly. They explore why it is important to visit the dentist regularly and how what they eat can affect their teeth.

Finally, children look at medicines and other household goods that they should stay away from and identify safety messages on the packaging that tell them this. They discuss what they should do if they think they need medicine and why it can be a bad thing to take medicine when you do not need it.

P.E.



Hitting and striking.

throw
hit
strike
repeat
tactic
safety
awareness
racket
bat
ball
hoop
catch
Tennis
Cricket

I can send a ball off a tee using a bat or a racket.

I can play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.

I can stop moving when the 'bowler' has the ball.

I can play as a fielder and pass the ball back to the bowler to make the runner stop.

I can follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops).

WEEK 1: Bat & ball awareness

LI: To develop accuracy in their hitting skills
Rats and Rabbits Bat & ball awareness, Striking & Catching, Outback Follow my leader Cones, short tennis rackets, cricket bats, small bats, a variety of balls, hoops.

WEEK 2: Bat & ball awareness

LI: To develop accuracy in their hitting skills
Domes and Dishes Hitting accuracy to a target and across the floor. Clap Catch Cones, short tennis rackets, cricket bats, small bats, a variety of balls, hoops.

WEEK 3: To choose, use and vary simple tactics.

LI: To remember, repeat and link combinations of skills. To choose, use and vary simple tactics.
Stuck in the mud Bat & ball awareness, watch the ball & along the ground rally, Team relays Golden Nugget Cones, short tennis rackets, cricket bats, small bats, a variety of balls, hoops.

WEEK 4: To choose, use and vary simple tactics.

LI: To remember, repeat and link combinations of skills. To choose, use and vary simple tactics.
Chaos Tag Bat & ball awareness, Different feeds, Hit & run Discussion Cones, short tennis rackets, cricket bats, small Bats, a variety of balls, hoops.

WEEK 5: Increase ball awareness

LI: To remember, repeat and link combinations of skills. To choose, use and vary simple tactics.
Balance gladiator game Bat & ball awareness, Into the hoop, Goalkeepers Broken Windows Cones, short tennis rackets, cricket bats, small bats, a variety of balls, hoops.

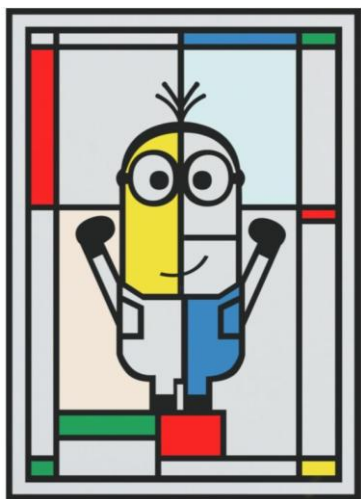
WEEK 6: Use what they have learnt in competitive situations

LI: To remember, repeat and link combinations of skills. To choose, use and vary simple tactics.
Crust & Crumbs Circle Throw, Knockout, Goalkeepers Rob the Chest Cones, short tennis rackets, cricket bats, small bats, a variety of balls, hoops.

Computing

Digital Art

Recognise Uses of IT



download
save
JPEG
digital art
pixels
tools
undo
shapes
lines
effects
fill
canvas
navigation
slider
click
drag
text tool

Key Skills:

I can use lines and fill tools on the PixilArt website to create art in the style of Mondrian.

I can add a variety of shapes (outlines and fill) and label these with text.

I can recreate graphics using pixels with different colours.

I can explain how technology helps me in my everyday life and understand how it is used.

Key Knowledge:

I can follow simple instructions to create pictures on the PixilArt and Paintz websites.

I know how to download and save my work when I am happy with it.

I can recognise the digital art of the artist Mondrian and show this style in my work.

I know what a JPEG file is and can save in this format.

I can identify examples of digital technology in the world around me.

This term children will explore Digital Art and will use online resources to create their own pictures using shapes, lines and fill tools.

LI: I can discuss the advantages and disadvantages of digital art over physical art and use the PixilArt website to create a grid art piece in the style of Mondrian.

Lesson 1: Children discuss why creating art on a computer might be better / worse than using paint or other physical tools and watch a video sharing ideas. They are introduced to the abstract work of Mondrian and watch video tutorials showing how art in his style can be recreated digitally. They follow the instructions and create their own art piece.

LI: I can add a variety of shapes and label these with text.



Lesson 2: Children go back to the PixilArt website and use the shape and line tools to draw and colour a square, rectangle, circle and triangle. They learn how to use the text tool to label the shapes with their names. Children work in pairs to combine shapes and lines into their own abstract piece of art.

LI: I can use shapes and lines on the Paintz website to recreate graphic images.

Lesson 3: Children explore tools from the previous two lessons on a different website (Paintz) and use these to recreate pictures of a teddy bear and food on a plate, using shapes and colour. They label foods using text.

LI: I can recreate graphics using pixels in different colours.

Lesson 4: Children revisit the idea of creating images from pixels (small squares of colour), which was introduced in year 1. They follow a template to colour pixels on the screen and create pictures of cartoon characters.

			<p>Children finish the term by considering the uses of IT in the world around them and how this changes our lives.</p> <p>LI: I can identify digital technology in the equipment and resources that we use every day and say how it helps us.</p> <p>Lesson 5: Children work together to list as many examples of digital technology as they can. They then use the BBC website to check their ideas and play a game to recognise examples of technology in different environments. Children discuss how technology helps us and create a poster showing 'How technology helps me'.</p>
<p style="text-align: center;">DT Bread Baking</p>  <p style="text-align: center;">Build a Tudor House</p> 	<p>bread, dough, recipe, flour, knead, prove, heat cool</p> <p>design feature wood tudor cardboard build flammable structure evaluate</p>	<p>Key Skills:</p> <p>I can use the basic principles of a healthy and varied diet to prepare dishes</p> <p>I can design purposeful, functional, appealing products based on design criteria</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>I can evaluate my ideas and products against design criteria</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>WEEK 1: Bake a bread roll (research and plan)</p> <p>LI: To research and write a simple bread recipe.</p> <p>WEEK 2: Bake a bread roll (bake and evaluate)</p> <p>LI: To bake a bread roll according to a simple recipe and evaluate the outcome.</p> <p>WEEK 3: Learn about Tudor houses at the time of the Great Fire of London.</p> <p>L.I. Research Tudor houses. Label features and materials and design my own.</p> <p>WEEK 4&5: Build my Tudor house.</p> <p>LI: To build a Tudor house out of a variety of junk materials.</p> <p>WEEK 6: "Great Fire of London" burn and evaluate.</p> <p>LI. To safely explore how fire can travel through flammable material. To evaluate what happens to the materials.</p>

Music



beat – the steady pulse of the music.

rhythm – a pattern made by notes of different lengths

instructions

lyrics - the words of the song.

melody – the tune of a song

in unison – singing altogether

imitate / echo – repeat the melody a little later

repeat – sing again

a canon - piece of music created by echoing a main melody

a round – the simplest kind of a canon where the tune repeats over and over

Key skills:

I can describe what a canon or round is in music and recognise features of these when I listen.

I can learn to sing a simple melody for the song 'London's Burning' and perform this as a round in parts.

I can use letter notation to play the melody 'London's Burning' on the glockenspiel. I can attempt to play this in a round.

I can create my own step melody for a simple rhyme about the Great Fire of London and sing it with my friends.

I can listen and respond to songs from a musical about 'The Great Fire of London', matching them to different parts of the history and explaining how what emotions they show.

I can learn to sing a song about the Great Fire of London and perform this with my class.

Lesson 1

- I can copy and repeat body percussion patterns in a warm up.
- I can describe what a canon or round is in music and recognise features of these when I listen.
- I can learn to sing a simple melody for the song 'London's Burning' and perform this as a round in parts.

Lesson 2

- I can copy and repeat body percussion patterns in a warm up.
- I can recall what a canon or round is in music and explain this.
- I can sing a simple melody for the song 'London's Burning' and perform this as a round in parts.
- I can follow letter notation and play the melody for 'London's Burning' on a glockenspiel.

Lesson 3

- I can copy and repeat body percussion patterns in a warm up.
- I can use letter notation to play the melody 'London's Burning' on the glockenspiel. I can attempt to play this in a round.
- I can create my own step melody for a simple rhyme about the Great Fire of London and sing it with my friends.

Lesson 4

- I can learn to sing a simple melody for the song 'London's Burning' and perform this as a round in parts.
- I can listen and respond to songs from a musical about 'The Great Fire of London', matching them to different parts of the history and explaining how what emotions they show.

Lesson 5

- I can sing a simple melody for the song 'London's Burning' and perform this as a round in parts.
- I can learn to sing a new song about the Great Fire of London and perform this with my class.
- I can identify key features of good singing.

