

**Overall outcome:**

Fascinating Fearsome Fire - fire dance, story-telling, music and information presentation

**Children's Rights Links - Articles**

A13  
A24

**Narrative Hook:**

- **People** – rabbit & the Sky People
- **Place** – mountain and forest
- **Problem** – the Sky People have the fire and the animals don't
- **Possibilities** – sharing resources, working as a team

**Texts:** *How Rabbit Stole the Fire* by Joanna Troughton, *The Great Fire of London* by Gillian Clements, *Vlad and the Great Fire of London* by Kate & Sam Cunningham, *The Great Fire of London Anniversary book* by Emma Adams

**Key Vocabulary and links to other languages:**

**Areas of learning (theme/subject):**

English, Art, PE – team games and dance,  
Geography – comparing London and Australia  
Fire safety (visit from the local fire service)

**Resources:**

How rabbit stole the fire book, video clips of fire, world maps, globes, dance music, range of Great Fire of London books, pictures/paintings

**Transformative diverse individuals:**

Emergency services – Firefighters, paramedics

**Year 2 Terms 3 & 4 –  
Is fire the most important discovery  
humankind ever made?**

**Content: What will we learn?**

What is fire and how is it created?

- Temperature
- Changing States of matter
- Fire and air
- Flammable and non-flammable materials

Mythology around fire

The Great Fire of London 1666

Causes of fire

- Compare London 1666 with Australian bush fires of 2019-20 (drought, heat, wind, escaping on boats – water)
- Placing historical knowledge into different contexts
- Rebuilding London 1666 and Australia 2020

**Creativity:** How will we show we understand in multiple ways?

Drama – hot-seating, role play, thought bubbles

Art – creating headdresses inspired by fire.

Dance – creating fire dances.

Story – innovating or inventing own versions of the story.

Music – create fire compositions using tuned/untuned percussion to moving images of fire

**Coherence:** How does this project link to other year groups and core subjects?

Connections to previous learning:

Yr 1 dragons project

Yr 2 Term 1 habitats, link to Air and Water units in Terms 1, 5 & 6.

Connections to future learning:

Y3 the Stone Age – the discovery of fire

Connections to core learning:

**Compassion:** What opportunities are there for compassion and empathy?

Sharing – is it fair for the Sky People to keep the fire and not share it with the animals?

Working as a team – the animals pass the fire from animal to animal to keep it alive.

Forest fires around the world – link with different weather patterns and climates. – Australia

Leadership of Charles II and Scott Morrison (Australian PM)

**Community:** Where are the links to local expertise and resources? Visits/visitors?

Local Fire Service visit to talk about fire safety. (9.1.20)

Science Oxford visit to offer fire workshops. (24.2.20)

Visit to or by the Story Museum to learn how to put on a story telling event.