

TOPIC	Fire! Fire!	Driver subject(s)	History/ Science	
Values	Resilience British Values Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs.			
Learning Links	Past – What was used to put out fires before fire services existed? Present – How do we tackle big fires from spreading now? Future – What future inventions and materials will be discovered to prevent the spread of fires?	Global Themes	What have we learnt from The Great Fire of London which has impacted our country?	
Opening Wow	History off the Page – Great Fire of London	End of topic showcase (Sharing with parents)	Flashback Friday (Weekly – emailed to parents) The Great Fire of London double page spread to share what we have learnt. Art Gallery – Come & See	
Trips/Visitors	History off the Page – GfOL			
What do the children want to learn?	<i>What is the Great Fire of London? How did the fire start? Why did the fire spread? Did anybody get injured? If so, how many? Did anybody ring 999?</i>			
English Text Inc. Genre/Text Type	Humanities (History/Geography)	Creative (Art/DT/Music/Computing/PE)	Science	RE/PSHE/RSE
Text: Toby & The Great Fire of London Type: Diary Entry/ Recount Plot Genre: Overcoming a Monster (Fire)	Skills Remember parts of stories surrounding the Great Fire of London. Order events from the Great Fire of London. Use words and phrases such as: old, young, new, past, present, future, century, before and after to show the passing of time. Recognise that there are different types of evidence and sources that can be used to help represent the past.	Art – Drawing and Artist Study Skills I can use pencils to create lines of different thickness in drawings. I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can describe what I can see and give an opinion about the work of an artist. I can annotate my sketchbook. I can ask questions about a piece of art.	Everyday materials Knowledge & Understanding (Chemistry) Begin to name common materials and describe their properties. Distinguish between an object and the material it is made from. Know that materials can be used in a variety of ways. Know that materials can be sorted in a variety of ways according to their properties.	RE – Discovery Scheme Christianity Was it always easy for Jesus to show friendship? Knowledge & Understanding Understand what friendship is and what it might look like. Know some of the Bible stories where Jesus shows friendship. <ul style="list-style-type: none"> • Zacchaeus • Stilling the Storm • Mary, Martha and Lazarus

Maths and PE will run in conjunction with the National curriculum expectations

	<p>Begin to observe and use pictures and artefacts to find out about the Great Fire of London.</p> <p>Begin to observe or handle evidence to ask simple questions about the Great Fire of London on the basis of simple observations.</p> <p>Begin to choose and select evidence and suggest how it can be used to find out about the Great Fire of London Talk, write and/or draw about the Great Fire of London.</p> <p>Begin to use historical vocabulary to retell simple stories about the Great Fire of London</p> <p>Begin to use drama/role play to communicate their knowledge about the Great Fire of London</p> <p><u>Knowledge</u></p> <p>Know what a number of older objects were used for.</p> <p>Name a famous person from the past and explain why they are famous – Baker -Thomas Farriner & Samuel Pepys</p> <p>Know the name of a famous person, or a famous place, close to where they live. London – Thomas Farriner & Samuel Pepys.</p> <p><u>Geography</u></p> <p><u>Knowledge and Understanding</u></p>	<p>I can explore ideas and collect information.</p> <p>I can review what I and others have done and say what I think and feel about it.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p><u>Knowledge</u></p> <p>I know that different grades of pencil create shades and effects.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to show people’s feelings in paintings and drawings.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p> <p><u>Music</u></p> <p><u>Charanga Scheme Unit Title</u></p> <p>‘In the Groove’</p> <p><u>Style</u></p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><u>Unit Theme</u> – How to be in the groove with different styles of music.</p> <p><u>Computing</u></p> <p><u>ICT Focus</u></p> <p>1.2 Grouping and sorting (2 weeks) /</p> <p>1.4 Lego Builders (3 weeks)</p> <p><u>Knowledge & Understanding</u></p>	<p>Know that materials are chosen for specific purposes on the basis of their properties.</p> <p>Develop the vocabulary needed to describe material properties.</p> <p><u>Skills</u></p> <p>Make and record observations about materials.</p> <p>Group materials together and make a record of groupings.</p> <p>Carry out simple tests use their observations and ideas to suggest answers to questions (ES Lesson 5 and 6)</p> <p>Gather and record data to help in answering questions.</p> <p>Provide a simple conclusion that answers the question.</p>	<p>Understand that it may be difficult to always show friendship.</p> <p>Understand why Christians believe in showing friendship based on the stories within the Bible.</p> <p><u>Skills</u></p> <p>Learn to identify when it is easy to show friendship and when it may not be.</p> <p>Reflect on times when I have been a good friend.</p> <p>Express opinions about showing friendship in different scenarios.</p> <p>Compare own opinions to those of Christians with regard to friendship.</p> <p>Show critical awareness of how religious stories may influence Christian behaviour towards the world.</p> <p><u>British Values</u></p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance of those of different faiths and beliefs.</p> <p><u>RSE</u></p> <p><u>Unit Focus</u></p> <p>Myself and My Relationships</p> <p>Family and Friends</p> <p><u>Knowledge</u></p> <p>Can I describe what a good friend is and does and how it feels to be friends? CF</p> <p>Why is telling the truth important? CF</p> <p>What skills do I need to choose, make and develop friendships? CF</p>
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	<p>I know the names of the four countries in the United Kingdom and locate them on a map (History Link)</p> <p>I know the four main directions on a compass are North; East, South and West.</p> <p>I can name and locate characteristics of the capital city London.</p> <p>Skills</p> <p>Use locational and directional vocabulary to describe locations on maps such as north, east, south and west. When describing the location of London and how the fire spread.</p> <p>Begin to use world maps, atlases and globes to identify countries - London and to find out where the Great Fire of London took place.</p> <p>Use simple fieldwork observational skills including going outside to study the geography of the UK, including key human and physical features using a range of methods</p>	<p>explain that an algorithm is a set of instructions. (1.4, 1.5) know that an algorithm written for a computer is called a program. (1.4, 1)</p> <p>Skills sort sound, pictures and text. (1.2)</p> <p>PE - PE Hub Scheme</p> <p>Unit Hit, Catch, Run</p> <p>Knowledge & Understanding I know how to identify when a point has been scored and keep count of the score I can show an understanding of techniques to track and stop balls. I know what's practical and what's not.</p> <p>Skills Catch a medium-sized ball thrown over a short distance Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying</p>		<p>How might friendships go wrong, and how does it feel? CF How can I try to mend friendships if they have become difficult? CF What is my personal space and how do I talk to people about it? BS Who is in my family and how do we care for each other? FP Who are my special people, why are they special and how do they support me? CF</p> <p>Skills Be able to describe some of the qualities of friendship and skills for making friends. Have developed some strategies for managing when friendships are difficult Understand that there are different family patterns Be able to describe what is special about their own family and its members, and about other people they know.</p>
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