

Subject	Learning
English Cross Curricular	<ul style="list-style-type: none"> <li>Information texts: Newspaper report about the Great Fire of London.</li> <li>Information texts: diary entries about the Great Fire of London.</li> <li>Instruction writing: recipe for Great Fire of London cakes.</li> </ul>
Class Texts	<ul style="list-style-type: none"> <li>'Toby and the Great Fire of London' by Margaret Nash.</li> <li>'The Great Fire of London' anniversary edition book.</li> </ul>
Mathematics Cross Curricular	<ul style="list-style-type: none"> <li>Measuring of ingredients for baking.</li> <li>Sequencing of events in time order.</li> <li>Shapes of buildings and shapes used in construction of buildings.</li> </ul>
History	<p>Significant historical events – The Great Fire of London.</p> <ul style="list-style-type: none"> <li>Comparing buildings, jobs and emergency services then and now.</li> <li>Where, when and how the fire happened &amp; consequences of the fire.</li> <li>Significant people in the past: Samuel Pepys, his diary and his life (earlier and later).</li> <li>Significant people in the past: Christopher Wren and rebuilding of St Paul's Cathedral, including choice of materials.</li> <li>Using a variety of sources of evidence – how do we know what happened?</li> <li>Timeline of events in chronological order.</li> <li>The role of King Charles II.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Locate capital cities of UK countries and mark them on a map of the UK.</li> <li>Explain where London is in relation to their home.</li> <li>Map of London, including River Thames and key landmarks and identifying how far the fire spread.</li> <li>Describe key features of a place (city, river), facilities that a city may need and give reasons.</li> </ul>
MFL	
Art	<ul style="list-style-type: none"> <li>Colour wash background – choosing and mixing colours that represent fire and watering them down to a suitable density. Looking at silhouettes of buildings and using black paper to create a London skyline.</li> <li>Art appreciation – looking at paintings of the great fire of London and giving reasons for preferences.</li> </ul>
RE	<ul style="list-style-type: none"> <li>Judaism day (27<sup>th</sup> Sept).</li> </ul> <p>To be covered in depth during Autumn 2.</p>
Science	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, glass, plastic, brick, rock, paper and cardboard for particular uses.</li> <li>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Justify choices of materials in the rebuilding of London after the fire.</li> </ul>
Working Scientifically	<ul style="list-style-type: none"> <li>Perform simple comparative tests.</li> <li>Identify, group and classify materials according to their properties.</li> <li>Use their observations and ideas to suggest answers to questions.</li> </ul>
PE	Gymnastics – floor work.

	<ul style="list-style-type: none"> <li>• To make their body tense, relaxed, curled and stretched</li> <li>• To control their body when travelling</li> <li>• To control their body when balancing</li> <li>• To copy sequences and repeat them</li> <li>• To roll in different ways</li> <li>• To travel in different ways</li> <li>• To balance in different ways</li> <li>• To climb safely</li> <li>• To stretch in different ways</li> <li>• To curl in different ways</li> <li>• To talk about what they have done</li> <li>• To describe what other people did</li> <li>• To move with control and care</li> </ul>
PE with Premier Sports	<p>Multi-skills</p> <ul style="list-style-type: none"> <li>• To learn skills for playing striking and fielding games.</li> <li>• To position the body to strike a ball.</li> <li>• To develop catching skills.</li> <li>• To throw a ball for distance.</li> <li>• To practice throwing skills in a circuit.</li> <li>• To play a game fairly and in a sporting manner.</li> <li>• To use fielding skills to play a game.</li> </ul>
Computing	<p>PiXL E-Safety:</p> <ul style="list-style-type: none"> <li>• I can talk about how I use the internet;</li> <li>• I know what personal information is and who I can share it with;</li> <li>• I know how to follow certain rules to remain safe online;</li> <li>• I know how and who to ask for help if I get stuck or feel worried;</li> <li>• I know what action to take if I don't follow a rule by mistake.</li> </ul> <p>Culminating in KS1 assembly, explaining top tips to stay safe online.</p>
Music	<p>Music Express unit:  Ourselves – Exploring Sounds  Our Bodies – Beat</p> <ul style="list-style-type: none"> <li>• I can find the pulse whilst listening to music and using movement.</li> <li>• I can listen to and copy a simple rhythm or melody.</li> <li>• I can sing and perform chants, raps and songs.</li> </ul>
PSHE and RSE	<p>SEAL 1 New beginnings - <i>Celebrating and appreciating differences, rights &amp; responsibilities, and feelings:</i></p> <ul style="list-style-type: none"> <li>• Agree and follow rules for their group and classroom, and understand how rules help them.</li> <li>• Recognise choices they can make and the difference between right and wrong;</li> <li>• Recognise that they belong to different groups, such as school and family, and contribute to the life of the class.</li> </ul> <p>Cambs:  2A - Emotional Wellbeing - recognising and describing emotions.  2B - Managing Risk - How to feel and keep safe.</p>
LORIC	<p>PiXL LORIC: Leadership:</p> <ul style="list-style-type: none"> <li>• I am able to lead one or more peers to complete a task;</li> <li>• I can explain to my peers how I will lead an activity;</li> <li>• I can listen to ideas which might be different from my own and respond to the feelings of others;</li> <li>• I can ask for help from peers or adults when necessary.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Use a range of cookery techniques to prepare food safely – Great Fire of London baking.</li> </ul>

	<ul style="list-style-type: none"> <li>• Making Tudor houses, choosing appropriate materials and joining them in different ways.</li> <li>• Evaluate work, explaining what went well.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Waste management – sewage disposal then and now.</li> </ul>
British Values	<ul style="list-style-type: none"> <li>• Democracy – Houses of Parliament in London – key landmark to mark on map; Samuel Pepys was a member of parliament.</li> <li>• The rule of law – Monarch enforcing new rules in the rebuilding of London.</li> </ul>
SMSC	See PSHE, LORIC, Sustainability & British Values.
Themed Weeks	<ul style="list-style-type: none"> <li>• Arts Week – Take One Picture.</li> </ul>
Learning Outside The Classroom	<ul style="list-style-type: none"> <li>• Burning Great Fire of London model – observe how wind effects the fire.</li> </ul>