

<p><u>Purposeful language and Literacy</u></p> <p>Use talk for writing to support: Setting Descriptions – using adjectives, adverbs and a range of sentence types. Character description- Samuel Peyps Descriptions/Comparisons of 17th Century fire engines, houses to now.(History) London skyline, landmarks (Geography) Postcards from London Diary entries - in role during GFoL Instructions How to survive the Plague Explanations – How does fire spread? How can we stay healthy? Do we get fitter as we get older? ...(Science)</p>	<p><u>Changes over time</u></p> <p>The Great Plague and The Great fire of London Children will explore key events and explore timelines. Develop an understanding of ways of finding out about the past. Consider primary sources of information – look at Samuel Pepys diary. Increase awareness of past by comparing and contrasting modern day London with that of 1665/1666.</p>	<p><u>Computing</u></p> <p>Computer Art: Children will re-create buildings/landmarks pieces of art using desktop publishing programmes. Manipulate shapes and objects. Comparing past and present.</p> <p>Using the internet: This unit introduces children to using the Internet safely and with a purpose. Children will search the Internet using one word, make sense of the returned results and learn how to use “for kids” to return more suitable results. Children will also follow links and return to the search results using a range of search engines, including Google.</p>	<p><u>Expressing viewpoints... past and present</u></p> <p>Landscapes and Cityscapes Use sketch books to explore ideas – decide upon a medium/s suitable for creating London skyline pictures – what it may look like now, in the 17th century and when on fire. Mix and layer coloured paper to create fire and use printing of tudor/stuart houses to create silhouette. Explore colour mixing – look at primary and secondary colours</p>	<p><u>PSHCE</u></p> <p>Looking forward The focus is on responsibility and teamwork. The children work together on a team project to raise funds for a charity or school project of their choice.</p> <p>Friends and family This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.</p>
<p><u>Using maths in context:</u></p> <p>Measurement Capacity – mixing liquid amounts to make medicines How long does it take for a fireman to put out a fire? How fast does a fire engine go? How many will fill the bucket/cups/jug? How many buckets to fill...? Days of the Week, numberlines using dates. 2d and 3d shape – link to houses in 1666 and the shapes that can be identified. Data handling – sorting healthy foods Co-ordinates</p>	<p><u>Knowing about the world</u></p> <p>To locate London, Shevington and other UK Cities, towns and villages using UK Atlases, maps and co-ordinates. Identify four countries of the UK and their capital cities. Discuss characteristics of London and identify famous landmarks. Compare London to Shevington (urban and rural)</p>	<p><u>Title – Bring out your dead and let’s stop London Burning</u></p>  <p><u>Starting Visit:</u> Safari Park – Science Animals including humans Fire Service to visit school – fire safety talk</p> <p><u>Class reader:</u></p>	<p><u>PE</u></p> <p>Gymnastics -Becoming aware of the need for safety can get changed for PE and be aware of body changes. -Can jump, hop, skip, walk and roll sideways. -Can balance on feet/hands and feet. -Can make tall, small, wide, thin and curled body shapes.</p> <p>Multi-skill Games Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, beginning to show control Begin to show an awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p>	<p><u>End focus/celebration... sharing... event</u></p> <p>London’s burning demonstration – why the fire burned so quickly</p>
<p><u>Working scientifically</u></p> <p><u>Animals including Humans</u></p> <p>In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Children will make positive choices that contribute to a healthy lifestyle.</p>	<p><u>Learning about and from religion.</u></p> <p>Who is an inspiring person? To enable pupils to reflect upon inspiring people in their own lives. To enable pupils to formulate their own questions about leadership. To explain how Jesus demonstrated he was an inspiring leader for Christians.</p> <p>Why and how do special places and symbols show what people believe? To reflect upon and discuss special objects that are important to the pupils. To identify the main features of a church</p>	<p><u>Design... make... evaluate... technical knowledge, inc cookery</u></p> <p>Construct houses from 1665 (before the fire) using cereal boxes and junk modelling</p> <p>Fabric Faces – Self portraits Explore different fabrics – chose, join, manipulate. Introduce running stitch And then apply skills, create and evaluate fabric portrait</p> <p>Cookery – Making bread</p>	<p><u>Music</u></p> <p><u>Significant persons: scientist/artists /composers/ historical figures</u></p> <p>Singing chants and rhymes and simple use of instruments.</p> <p>Listen to early instruments and consider textures, melodies and clapping rhythms.</p>	<p><u>Drama/role play opportunities</u></p> <ul style="list-style-type: none"> - Bakery Pudding Lane - Estimation station (capacity) - Reasoning station (cross curricular) - Writing area (literacy) - Research station

