



YEAR ONE - Fire! Fire!

NATIONAL CURRICULUM: London's burning, fetch the engine! Or could they?

It's time to jump in our historical time machine and time travel back in time to the 17th century! Here, we will be gripped by one of history's most important, historical events "The Great Fire of London." We'll explore what it was like to live in medieval times, from what they wore, what foods they ate, to the types of buildings they lived in. We will be brilliant historians by asking questions and investigating, how the fire began? Why was it so big? how they managed to put it out and could they really fetch the fire engine? We will build on the knowledge that we already have about fire safety and compare fire safety from the past to present day. Let's get into character and through drama and dance, explore how people felt and what they did when the fire happened. Let's explore significant historical people such as Samuel Pepys and talk about the importance of his role in this event and whether a simple diary really helped us to understand what really happened. Finally, we will put all these findings together to create a tour of medieval London to show all the knowledge we have learnt about the Great Fire of London.

English				Mathematics	
Text	SPAG Focus	Spelling focus	Writing focus	Specific	Other (afternoons / cross curricular)
<ul style="list-style-type: none"> <i>Toby and the Great Fire of London,</i> <i>The Baker's Boy and the GFL,</i> <i>Vlad and The great Fire of London</i> 	<ul style="list-style-type: none"> Capital letters, full stops, finger spaces, letter formation, Think it, say it, write it, check it – simple sentence structure, Capital letters for names and places, Adjectives, Conjunctions and, then & because. 	<ul style="list-style-type: none"> Recap and application of phase 3 & 4 sounds, Application of learnt phase 5 sounds, Year 1 Common Exception words. The introduction of spellings quiz focusing on Common Exception words, words with phase 3,4 and 5 sounds <div style="border: 1px solid black; padding: 5px; width: fit-content;"> o-e,u-e, l, o, c, g, u, ow, ie,ea,er,a,y,ch,ou,ey, ay(ai, a-e, ey,a,ei,eigh) ou (ow) ie (igh,i- e,l,y) ea (ee,ie,e-e,ey,y,e,eo) </div>	<ul style="list-style-type: none"> Simple Punctuation, diary entry, posters, Captions and labels. 	<ul style="list-style-type: none"> Recalling and ordering 2s,5s and 10s Place value tens and ones 1 more 1 less 11-20 Addition and subtraction symbols Addition and subtraction using part-whole model 	<ul style="list-style-type: none"> Chalk/sand/play dough number formation. Ordering number tiles. Exploring the 100 square Greater than/less than crocodiles, Addition and equals symbol

<ul style="list-style-type: none"> ○ <i>The features of Non-fiction texts– GFL.</i> 				<ul style="list-style-type: none"> ○ Number bonds to 10 ○ Comparing number bonds to 10 ○ Fact families ○ Finding difference 	<ul style="list-style-type: none"> ○ using number cards, ○ Part-whole fishes and acorns.
Objectives (Linking Subjects)				What do I already know about this subject? (Recall and Retrieve)	What new words will I learn? (Key Vocabulary)
History; Key concepts; <ul style="list-style-type: none"> - Timeline – sequence a few events. - Identify similarities and differences between the ways of life at different times (1666). - Recall some facts about people and events before living memory. - Describe objects, people and events in the past, - Write simple stories and recounts about the past, - Draw labelled diagrams and write about them to tell others about the past. - Explore events, look at pictures and ask questions. 				Basic Fire safety. Seasons and weather patterns how weather effects things Capital city of England	Anchor words Past, present, windy, rainy history Goldilocks words UK (United Kingdom), Capital city, London, diary Step on words Century, years, Timeline, recount, medieval, Historian, findings, artifacts, historic
DT Key concepts <ul style="list-style-type: none"> - Generate design ideas based on simple criteria - Develop, model and communicate their ideas through drawings, mock-ups with card and paper based on an historical knowledge - Plan and suggest what to do next - Select and use tools explaining their choices to cut, shape and join paper and card - Use simple finishing techniques suitable for the product they are creating what material will be best and why? - Explore a selection of everyday object that use simple sliders and levers e.g books and toys - Evaluate their product by discussing how well it works in relation to the purpose and the user in relation to the purpose - Explore and use sliders and levers via books and toys - Understand that different mechanisms produce different types of movement - Know how to use the vocabulary relevant to the project 				Working with paper and card simple cutting, shaping and joining materials using scissors, glue, fasteners and tape	Anchor words Card, tape, paper, pull, push, forwards. backwards Goldilocks words Slider, lever, slot, masking tape, paper fastener, join, movement Step on words Pivot, bridge, guide, curve, mechanism

Other curriculum areas (Knowledge and skills understanding)	
<p>Geography; Revisiting</p> <ul style="list-style-type: none"> ○ Seasonal weather patterns. ○ London – Identify capital city of the UK. 	<p>P.E – Outdoor – Invasion Games. We will look at travelling in different directions, stop travelling safely to change direction, begin to travel with a ball, pass the ball to another player over a short distance. To understand the rules of a simple game and work as a team.</p>
<p>Music – Charanga – Rhythm in the way we walk and banana rap!</p> <p>Exploring beat and rhythm and pulse</p>	<p>P.E – Indoor – i Moves – The Great Fire of London - Dance. Exploring types of dance within medieval times. Exploring feelings through dance movements and phrases. We will sequence simple movement phrases together to make a beginning, middle and end to a dance.</p>
<p>ART – Light & dark – smudge – pastels. Lines – exploring lines – silhouettes. This term the children will be moving from ‘Tone and Tint’ to exploring light and dark through pencil and pastels. Using this media, they will consider how to create a different thickness and shape of line and consider how to create light and dark by adding pressure and the technique of ‘smudging’ to create light and dark shades. They will then move on to explore silhouette, which will feed into our topic where they will use their new skills learnt to create a fiery silhouette scene of “The Great Fire of London”</p>	<p>RE – What do Christians believe? The Christmas Story. Children will be revisiting the Christmas story and discussing, in particular, the special gifts that were given to Jesus. The children will consider and discuss special gifts that have been given to them and talk about how they felt about receiving a gift. They will also consider what gift they might have given to Jesus and what gift a Christian would give to Jesus. They will consider why Jesus is so special to Christians</p>