

Key Questions: What was the Great Fire of London? How did people react to the fire, and why did it spread so quickly? What evidence tells us about the Fire of London? What do you think it was like being in London during the Great Fire? What changed in London after the Great Fire?

Great Fire of London Workshop, burning of the houses supervised by the fire service, The Christmas story – yoyo workshops

English Links: e.g. Class Novel / Cross-curricular Writing: explanation text about the Great fire of London, diary entry as Samuel Pepys, Instructions on how to bake bread (Thomas Farriner’s bakery)

Retelling the Christmas story



Science

Content: classifying materials, properties of materials – reversible and irreversible changes (melting chocolate, toasting bread, making jelly)

Skills: Working scientifically – Asking simple questions and recognising that they can be answered in different ways, performing simple tests, observing closely, using simple equipment **Materials** :Distinguish between an object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching)

Assessment Notes:

Computing

Content: Logging on to Chrome books, 2simple (drawing the Great fire, typing sentences about the GFOL). Use Beebots to create and follow commands.

Digital Literacy

- Use age appropriate websites.
- Follow links to find the information that I require.
- Use a mouse to follow the appropriate buttons to navigate websites or saved information.
- Use my own login to access the school system
- Know what a password is, and why it needs to be kept private
- I understand that websites have a specific address
- Find relevant information to answer a specific questions by navigating different pages on a website.

Computer science

- Understand the devices can be controlled by sequences of commands (algorithms).
- Understand that devices carry out instructions contained in a program.
- Create a series of commands (algorithm) to control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns.

Visual media:

- Understand that each tool/technique can be used to create different styles and effects for different purposes.

Assessment Notes:

DT

Content: baking bread (Thomas Farriner’s bakery) making 3D houses (creating Pudding Lane)

Skills:

Design

- Talk about their ideas

Make

- Select and use appropriate tools for task
- Mark out and accurately cut materials using scissor
- Join materials effectively using glue, treasury tags, sticky tape, split pins, string,

Evaluate

- Evaluate and explore a range of existing products
- Evaluate their products against design criteria
- Suggest improvements and next steps

Cooking and nutrition

- To learn about a healthy diet
- To prepare food
- To understand where food comes from e.g. following journey of different foods

Assessment Notes:

PSHE

Content: respect (British Value- mutual respect). Anti-Bullying week

Skills:

Health and well being

- Think about themselves, learn from experiences, recognise/celebrate strengths and set simple but challenging goals.

Relationships

- Recognise that their behaviour can affect other people.
- Revisit respecting similarities/differences between people.
- Understand people’s bodies and feelings can be hurt.
- Judge what kind of physical contact is un/acceptable, un/comfortable, and how to respond.
- Recognise different types of teasing and bullying and understand they are wrong/unacceptable.
- Have strategies to resist teasing or bullying (to them or others), what to do and where to go for help.

Assessment Notes:

<p>History Content: How significant the GFOL was. The reasons the fire spread so quickly. What was learnt from the fire and the changes that happened. Important People: Samuel Pepys. Skills: Chronological understanding <ul style="list-style-type: none"> Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should use a wide vocabulary of everyday historical terms. Knowledge and understanding <ul style="list-style-type: none"> Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Historical enquiry <ul style="list-style-type: none"> Pupils should understand some of the ways in which we find out about the past. Pupils observe or handle sources of information to answer questions about the past on the basis of simple observations. Assessment Notes:</p>	<p>Geography Content: Map work (locating London on a UK map) Skills: Location knowledge <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four capital cities of the UK and its surrounding seas using atlases and globes. Assessment Notes:</p>	<p>PE Content: football, Swimming Skills: Basic movement <ul style="list-style-type: none"> Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run. Skip without a rope. Jump for height. Agility and co ordination <ul style="list-style-type: none"> Kick a ball Dribble a ball in and out of a set of obstacles. Team games <ul style="list-style-type: none"> Be able to participate in a game with an opposing side Be able to control a ball within a game setting. Play a game with a set of rules. Play as part of a team. Co-operate with team mates. Work as a team in order to score goals. Control a ball accurately. Assessment Notes:</p>
<p>RE Content: The Christmas story Skills: Beliefs, teachings & sources <ul style="list-style-type: none"> remember a Christian story and talk about it forms and expression <ul style="list-style-type: none"> say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about e.g. say that the cross reminds Christians that Jesus died on a cross meaning, purpose & truth <ul style="list-style-type: none"> talk about some things in stories that make people ask questions Assessment Notes:</p>	<p>Music Content: singing, listening and repeating, So Mi La songs, Hill an Gully clapping song and circle game. Learning and performing songs for the Nativity. Skills: <ul style="list-style-type: none"> Singing- accurately pitching so, mi, do, la-improvising and listening & repeating activities. Rehearsing songs for nativity Dalcroze-circle dances-apple tree, copy me-taking turns, call & response, teamwork, improvisation. Torch dance for The Nutcracker Listening-The Nutcracker, March & Dance of the Sugarplum fairy. Assessment Notes:</p>	<p>Forest School Content: Hibernation – Discuss which animals could share our forest. Which animals hibernate, why ? How do they survive the long, cold harsh winter ? Seasonal changes, weather, temperature Skills: <ul style="list-style-type: none"> Be able to recognise the effects of autumn on our trees Introduce deciduous / ever-green trees, identify the difference Build a den / nest for a hibernating hedgehog Know how to find a safe place, away from predators From photos be able to recognise and name British Forest Animals Know the difference between endangered Red Squirrels and common Grey Squirrels Assessment Notes</p>