



W H A T M A K E S T H E
G R E A T F I R E O F
L O N D O N G R E A T ?
A U T U M N 2



READING

In our specific RWI groups we will continue develop our word reading by :

- Applying our phonic knowledge taught so far working towards reading fluently (quickly and accurately).
- Reading words containing common suffixes
- Reading common exception words.
- Re-reading books closely matched to our phonics level

- Also, we will:
- Develop our pleasure in reading through recommendations in book club

Vocabulary: phonic sounds predict
Fred talk vocabulary



WRITING

The text types we are learning about this half term are:

- Non-fiction diary
- Narrative story

We will be reading:

- The Great Fire of London by Emma Adams
- My Christmas Star by The BBC

Our grammar focus will be:

- Commas to separate items in a list
- Expanded noun phrases
- Co-ordination (using and or but)

Vocabulary:

capital letters

expanded

co-ordination

noun phrases



MATHS

We will be working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

- Addition and subtraction
- Shape

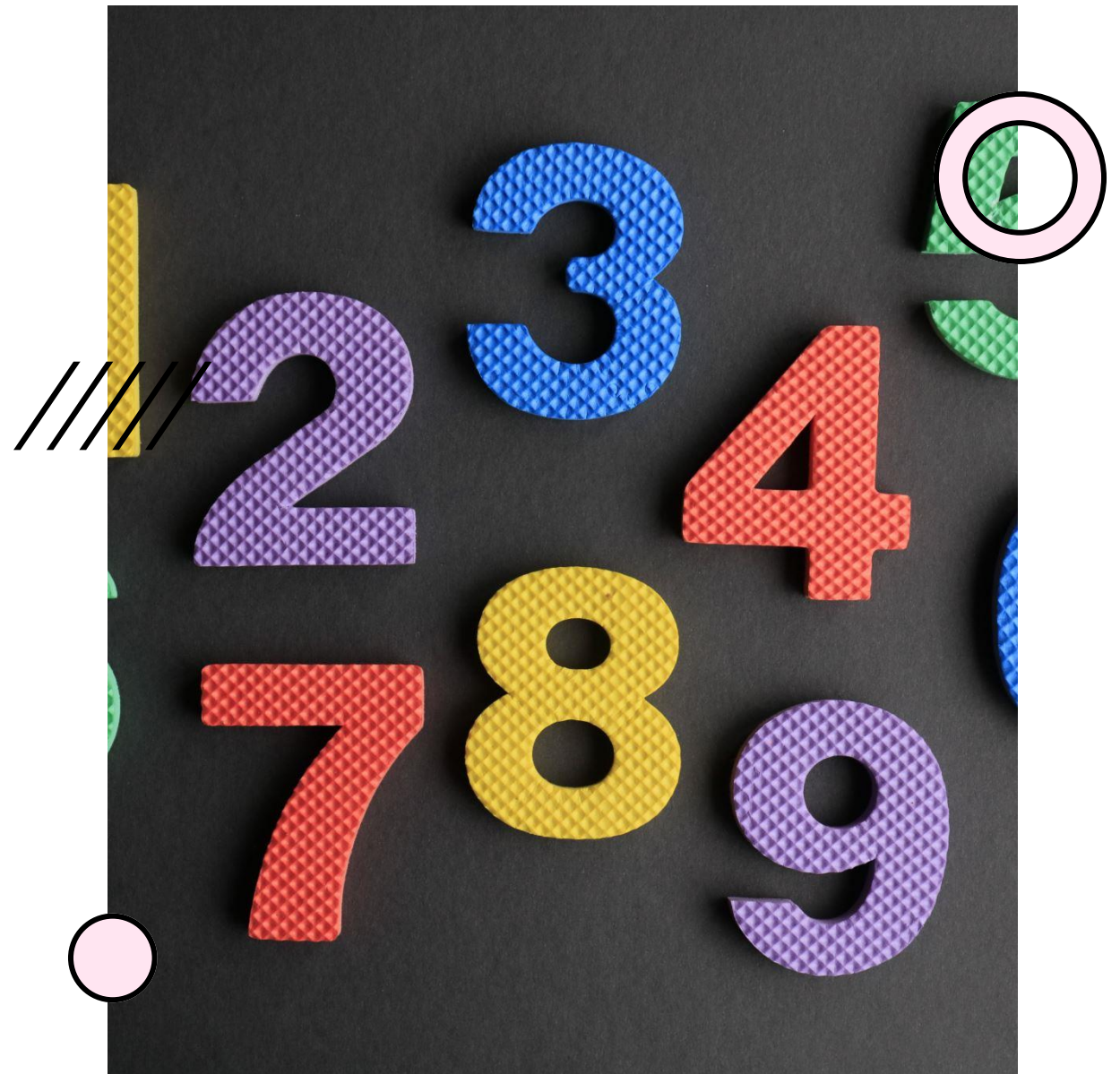
Vocabulary:

tens

add

ones

subtract



SCIENCE

We will be learning about animals including humans.

- To match, sort and group young animals and their adults.
 - To find out how animals change as they grow into adults.
 - To compare the stages of the human life cycle.
 - To research and describe what animals, including humans, need to survive.
 - To test the effects of exercise on the human body
 - To investigate the importance of healthy eating and hygiene.
- 1. Animals including humans need water, food and air to survive.
 - To keep healthy, we need to eat the right types of food, exercise and keep clean.



Vocabulary:

Life

animals

cardboard



HISTORY

We will be learning about the Great Fire of London

- I can use a range of sources to find out about The Great Fire of London.
- I can identify what London was like in 1666.
- I understand why the fire of 1666 spread so rapidly.
- I can explain how people tried to fight The Great Fire of 1666.
- I recognise Sir Christopher Wren as a key figure in The Great Fire of London



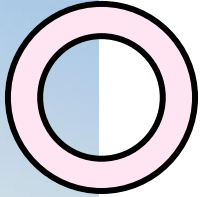
1. The Great Fire of London happened in 1666 on Sunday 2nd September
2. The fire started in the home of a baker (Thomas Farriner).

Vocabulary:

London

fire

sources



COMPUTING

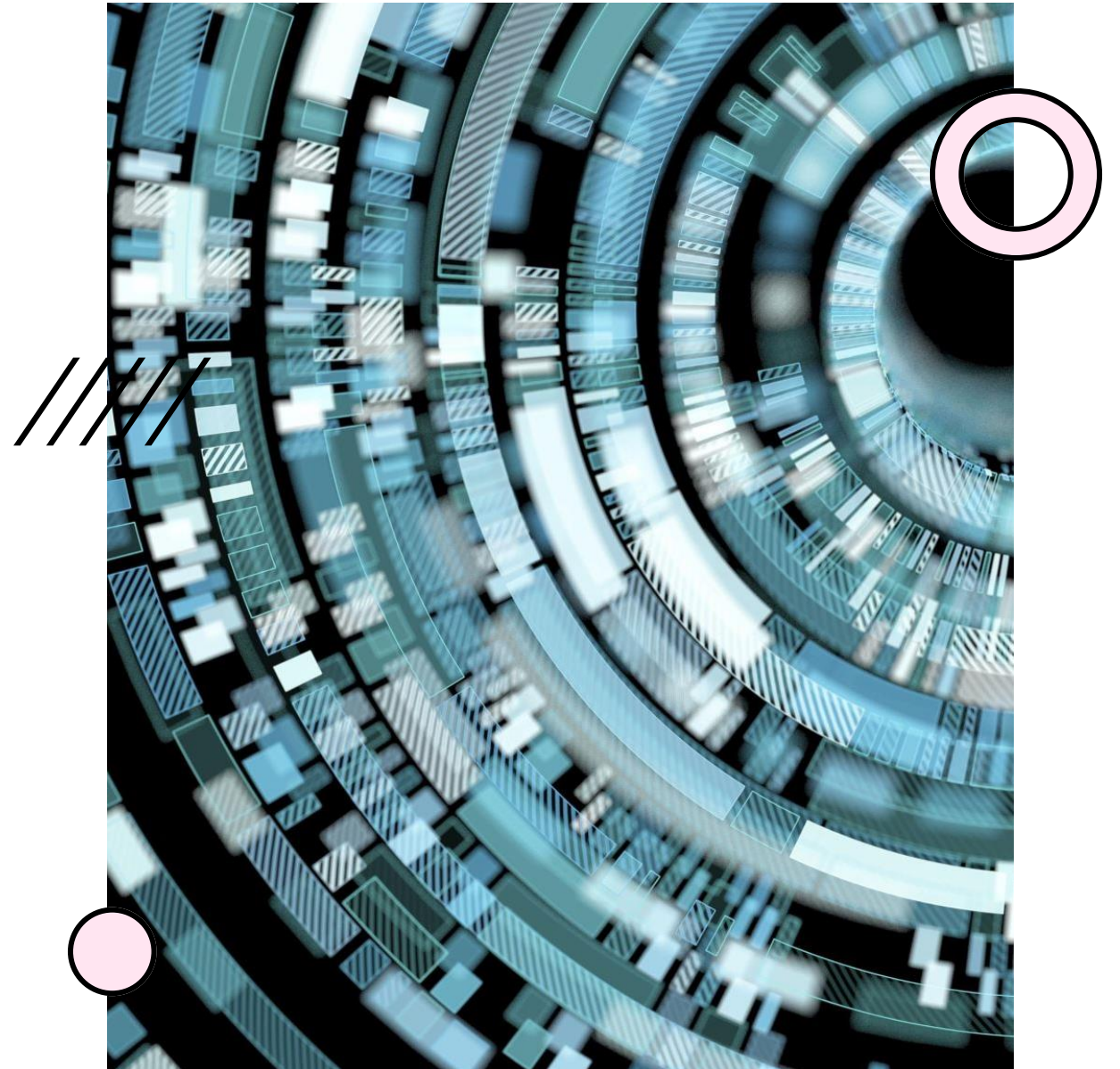
We will be learning about Digital Photography:

- To use a digital device to take a photograph
- To make choices when taking a photograph
- To describe what makes a good photograph
- To decide how photographs can be improved
- To use tools to change an image
- To recognise that photos can be changed

Vocabulary: lighting

photograph

image



P . S . H . E

We will be learning about 'One World'. This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life

- I can explore family life in different countries and say how it is the same as mine and how it is different.
- I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.
- I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.
- I can explore places where people live which are different from where I live.
- I can think about how people use things from the earth and what problems this can cause.
- I can say why it is important to care for the earth and identify how I can help protect it.



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.

Vocabulary: families

live

countries



ART OR D.T.

In art we will be:

Creating a Firework Display painting

- Using different techniques (colour mixing, texture, tinting, line thickness) to create a firework display picture using paint.

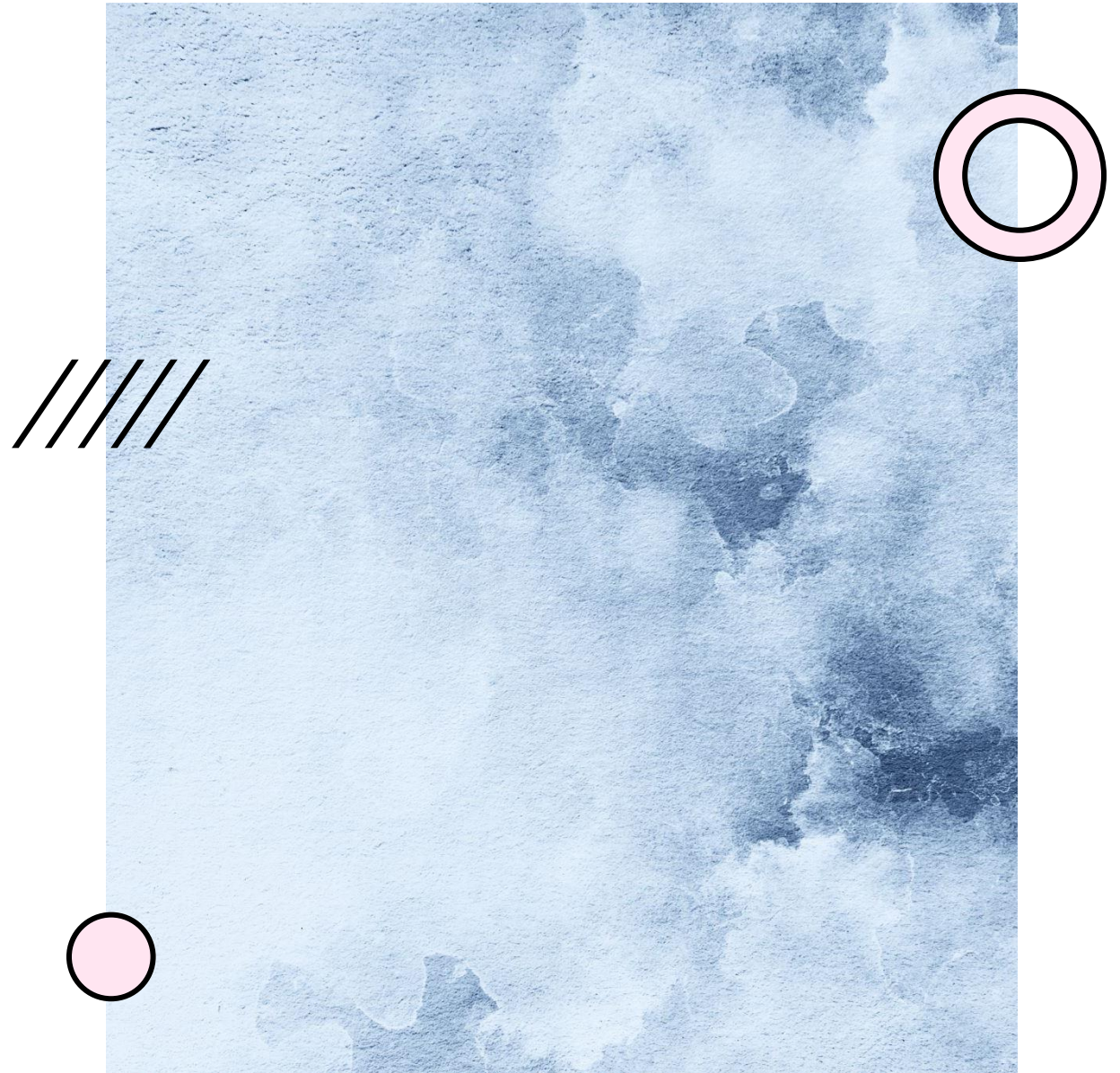
Creating a Great Fire of London landscape

- Use painting skills (tones, mixing, layering) to create a multicoloured fire background.
- Use a collage effect, arrange thin pieces of card create the beams of wooden houses.

Creating a Christmas tree decoration

- Designing a Christmas decoration and painting on an usual material using acrylic paints.

Vocabulary: design make
 evaluate sketch





R.E.

We will be learning about 'Why does Christmas matter to Christians?'

- I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
- I can understand some advent traditions for Christians (advent wreath and Christingle).
- I can identify some symbols associated with Christmas.
- I can explain why gifts can be given at Christmas.
- I can think of things I can be thankful for at Christmas time



1. Christians believe Jesus was God on Earth

Vocabulary:

Jesus

Nativity

Christmas

advent

P . E .

We will be learning about:

Dodgeball:

Step 1: To move in different ways, changing speed and direction.

Step 2: To increase accuracy when throwing using underarm and underarm technique.

Step 3 To move quickly.

Step 4 To send a ball at different speed.

Step 5; To catch a ball

Step 6: To compete in games.

Gymnastics (Unit 1):

Step 1: To remember and perform 5 key shapes.

Step 2: To move smoothly with control.

Step 3: To perform basic gymnastic actions such as balancing and jumping.

Step 4: To link movements and shapes.

Step 5: To use different pieces of equipment and apparatus.

Step 6: To form simple sequences.

Vocabulary:

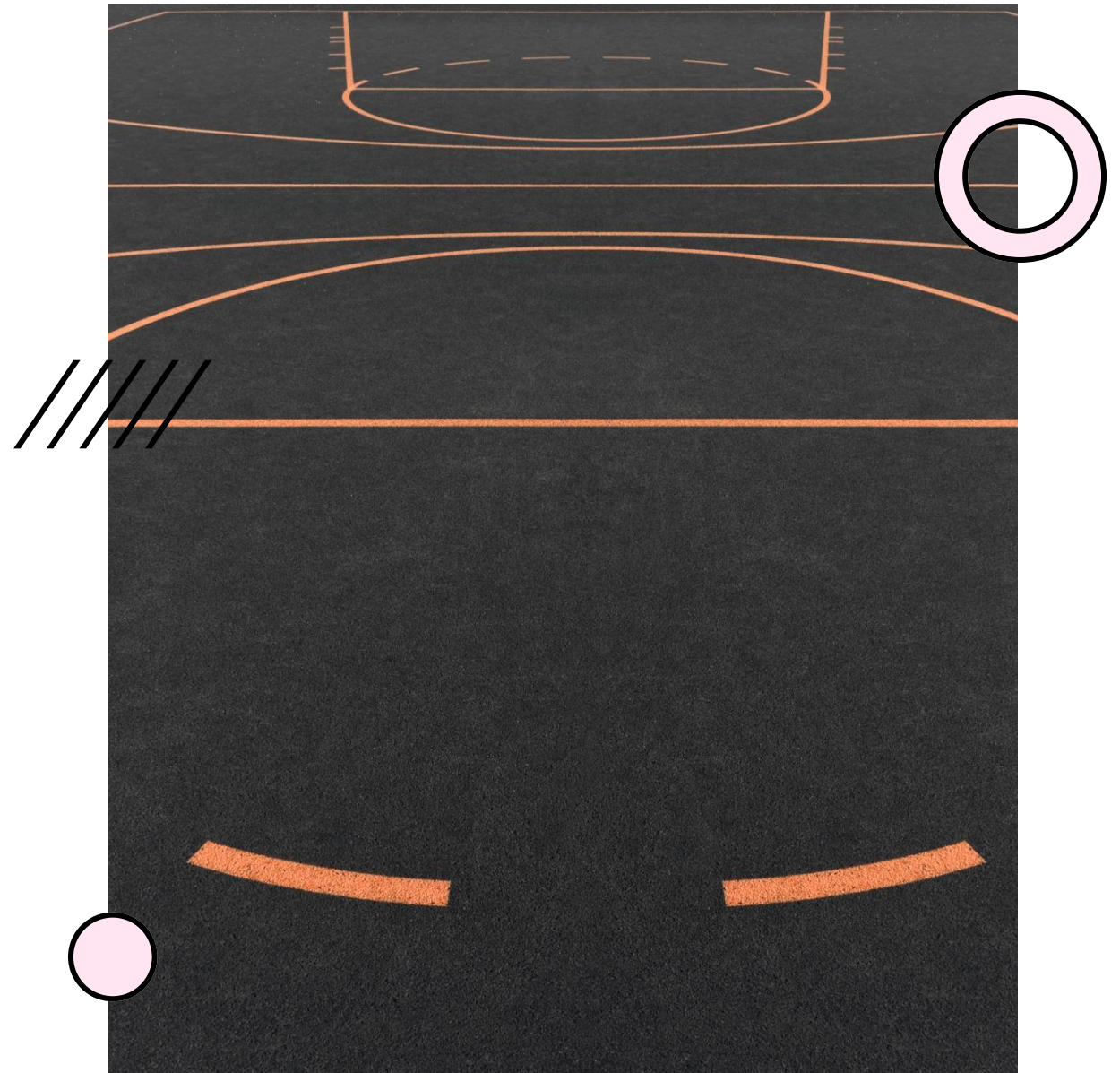
movement

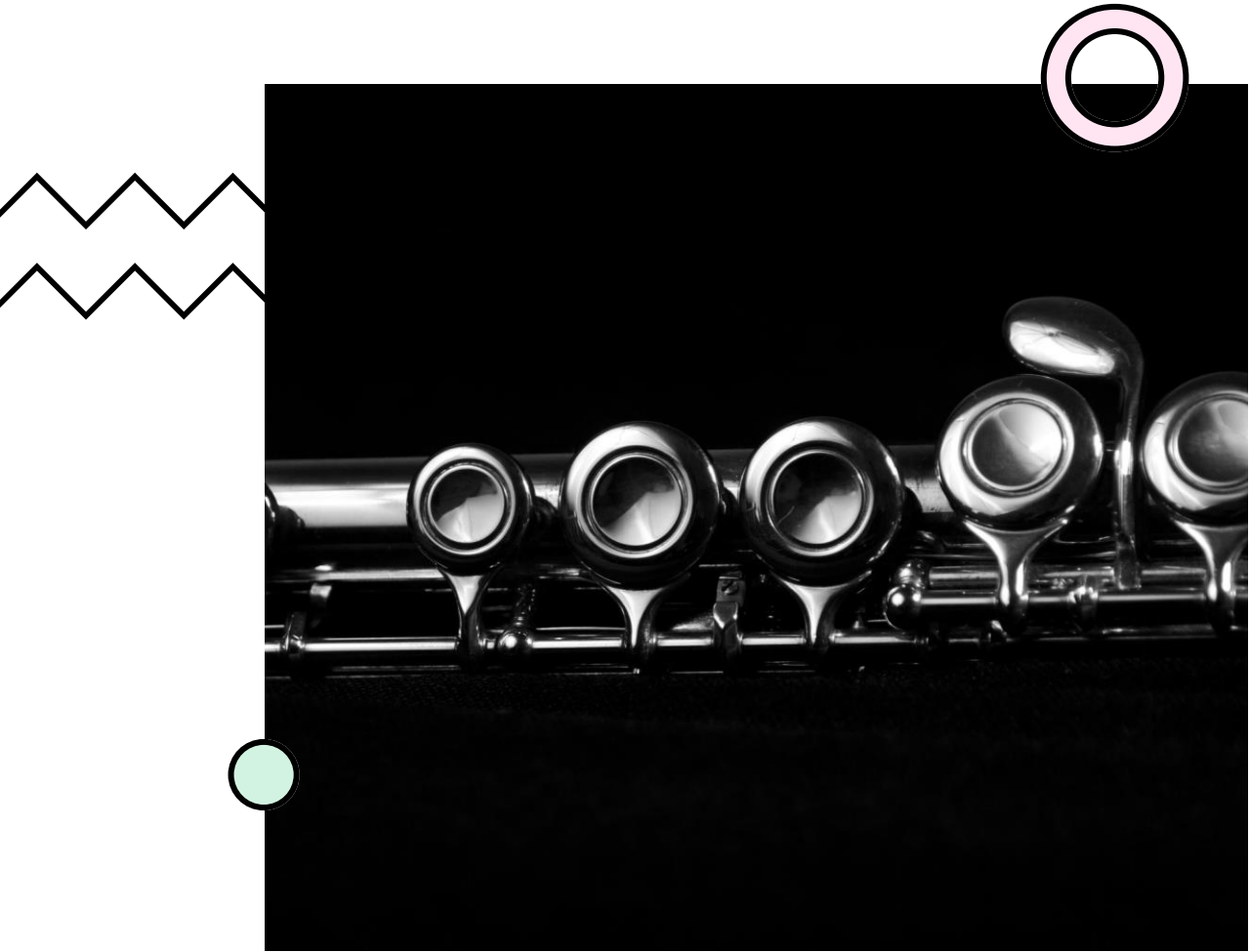
shapes

sequence

pass

balance





MUSIC

Our musical learning will focus on learning songs for our KS1 Nativity.

Children will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.



1. Pitch is how high or how low a note is.
2. Tempo is the speed of a piece of music.

Vocabulary:

rhythm

beat

melody

