



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

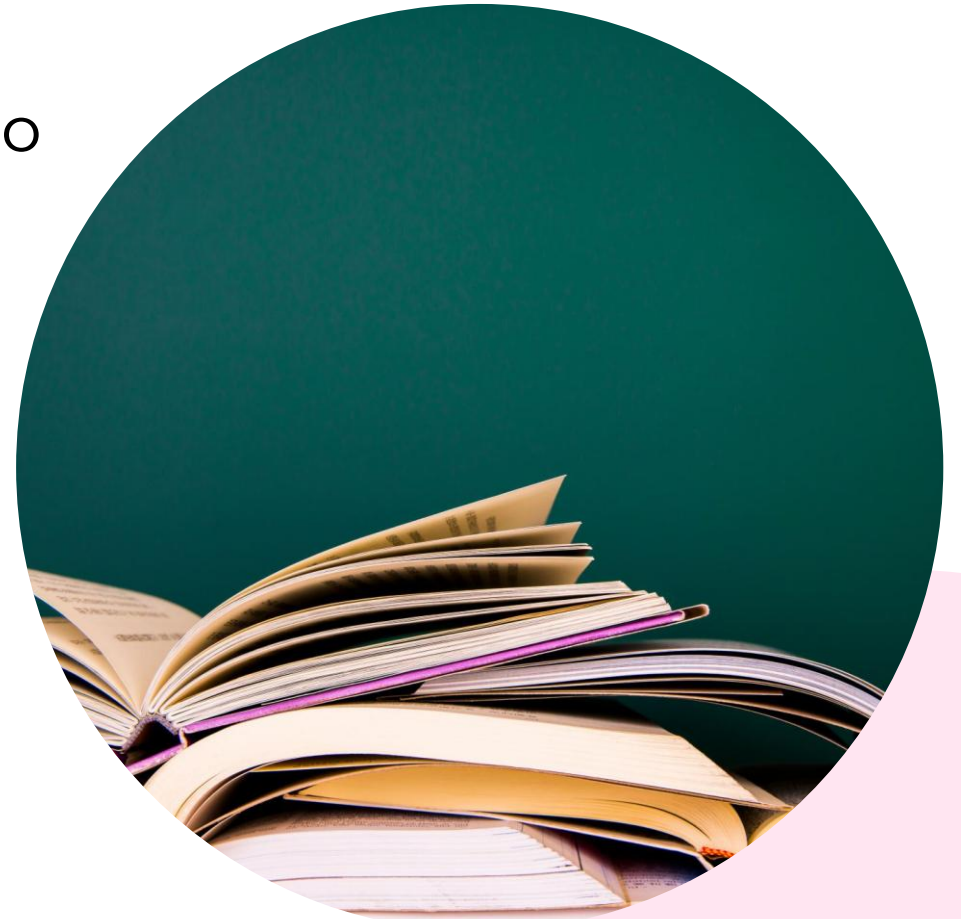


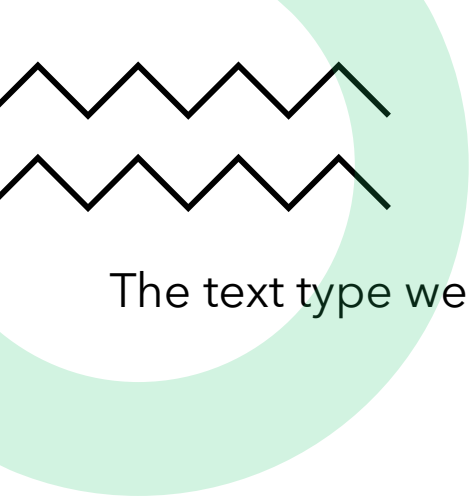


READING

In our specific RWI groups we will continue to 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





WRITING

The text type we are learning about this half term is:

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- Non-fiction diary

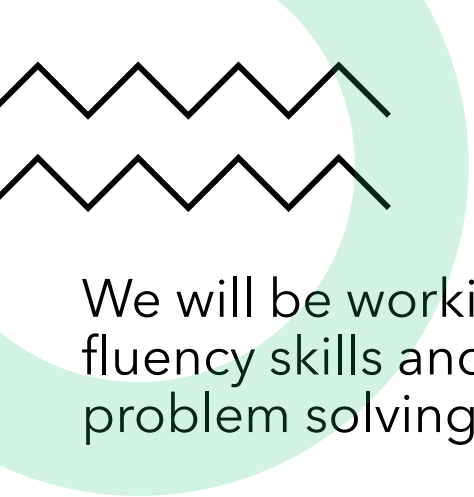
We will be reading:

- The Great Fire of London by Emma Adams

Our grammar focus will be:

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





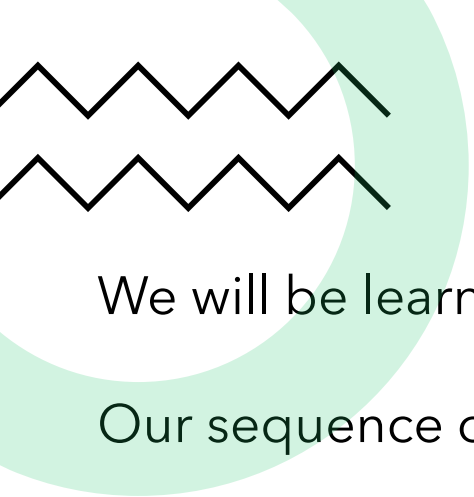
MATHS

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

We will be focusing on:

- Addition and subtraction
- Shape





SCIENCE

We will be learning about animals including humans.

Our sequence of learning will be:

- 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.



HISTORY

We will be learning about the Great Fire of London.
Our sequence of learning will be:

- 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).

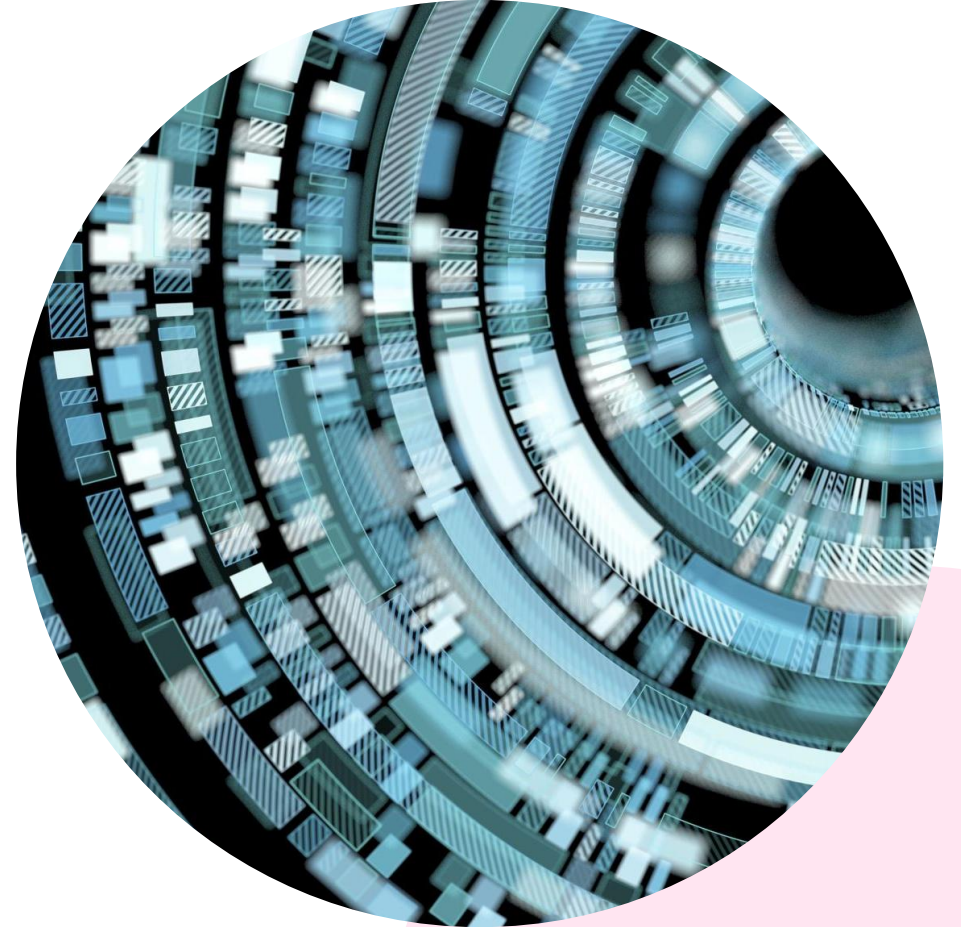




COMPUTING

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



PSHE

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.





A R T

In art we will be:

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.



RE

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





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.

Dance:

- Step 1: To move in different ways
- Step 2: To move to music showing expressive qualities of dance
- Step 3: To repeat short dance phrases with greater control
- Step 4: To be creative and compose short dances
- Step 5: To describe a performance accurately
- Step 6: To perform with control and coordination





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.





We will be reading The Great Fire of London by Emma Adams.



To be confirmed.



The children will create a video report explaining what happened during the Great Fire of London.



The children can choose a baking task for their level 2 homework.



Come On, Are You Ready? from Christmas With The Aliens Christmas Nativity :

https://youtu.be/O_aepVsG4lo



We will explore the outdoors by going on a walk around the local area to look at different building materials and talk about how they help prevent fires today.



We will link to Kernow by exploring how both London and Cornwall have important history about how people rebuilt towns using safer materials and better fire prevention.



We will explore how different religions and cultures celebrate Christmas in different ways.



We will investigate the basic needs of animals, including humans, for survival.



We will discuss how extreme heat and dry weather can make fires spread quickly, which is becoming more common with climate change.

