

## Key Vocabulary:

London  
Pudding Lane  
River Thames  
Tudor houses  
Samuel Pepys  
offspring  
reproduce  
hygiene  
survival  
nutrition  
baby  
toddler  
adult  
teenager



# Fire



## Maths:

### Place Value

- Estimating numbers on a number line.

### Fractions

- Review finding  $\frac{1}{4}$   $\frac{1}{3}$   $\frac{1}{2}$   $\frac{3}{4}$  of quantities.
- Counting in Fractions.
- The equivalence of a half and 2 quarters.
- Problem solving – SATS questions.

### Problem Solving

- Solving 1 step problems using the 4 operations: +, -, X, ÷
- Solving 2 step problems using the 4 operations: +, -, X, ÷
- Missing number addition and subtraction.
- Compare number sentences.

### Measure

- Use standard units to measure mass and temperature and solve problems.
- To compare and order mass.
- Telling time to the quarter past/to.
- Know the number of minutes in an hour and the number of hours in a day.

## Science:

### Animals including humans

- To know that animals have offspring that grow into adults.
- To know how animals change as they grow into adults.
- To know what animals, including humans need to survive.
- To investigate the effects of exercise on the body.
- To investigate the importance of healthy eating and hygiene.
- Use simple features to compare objects, materials and living things and, with support, decide how to sort and group them.
- Observe changes over time, and with guidance, begin to notice patterns.
- Use observations and ideas to suggest answers to questions.
- Read simple numbered scales.
- Perform tests using simple equipment.

### Home learning ideas:

- Check Fire Safety routes at home.
- Baking different types of bread.

### Key questions for this area of learning:

- When was the Great Fire of London?
- How did the Great Fire start?
- How can we stay safe and healthy?

## English:

### Fictional stories

Retell the story of Mog's fire.

### Pet Guide

Write a guide about how to take care of a pet.

### Historical stories

Retell the story of The Great Fire of London.

### Diaries

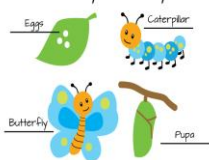
To write a diary of a Fireman.

### Poems

To write a senses poem about The Great Fire of London.



### Butterfly Life Cycle



## Music

### Toys

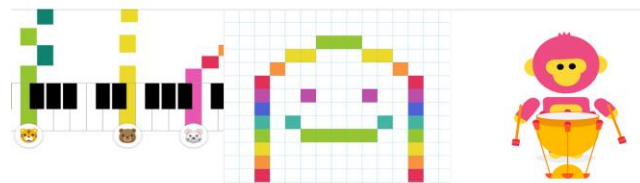
- Keep a steady beat at different tempi then mark selected beats within a four-beat metre.
- Develop a sense of steady beat through chant, actions and instruments.
- Explore changes in tempo, responding to images.

### Sleep

- Explore and respond to the mood of a piece of music and add a simple interlude.
- Create a dreamy class composition with carefully chosen timbre and contrast.



### CHROME MUSIC LAB



## PE:

### Cricket

- Perform a range of catching and gathering skills with control.
- Hit a ball with increasing control and accuracy.
- Understand and follow the rules of games.

### Athletics

- Begin to explore different running, jumping, and throwing techniques.
- Develop coordination in a range of activities.
- Show control, coordination and consistency when running.

## RSHE

### Keeping Safe

The environment around me:

- To be aware of the hazardous substances in my home, school and wider community.
- To assess some risks in my home, school and the wider environment.
- To take some responsibility for keeping myself and others safe.

Fire and water Safety:

- To know that matches should be kept out of reach of children.
- To know that candles should only be lit by a trusted adult.
- To recognise and understand danger signs around water.

Road and Transport Safety:

- To recognise some street and road signs.
- To spot safe places to cross the road and play.
- To know how to behave in and around public transport.

Puberty and consent work carried over from the last half term.

## History:

### The Great Fire of London

- To understand and recall the events of the Great Fire of London.
- To understand how people know what happened during the Great Fire Of London.
- To compare present-day London to the London that existed before 1666.
- To understand why the fire of London spread and what happened as a result of the fire.
- Discuss who was important to a historical event.
- Recall that some events are more significant than others.
- Understand that historians use evidence from sources to find out more about the past.
- Know the impact of a historical event on society.
- Ask questions about and recognise why people did things, why events happened and what happened as a result.

## Religious Education:

### Key Jewish and Christian Leaders

- To know what makes a good leader.
- To know about Moses and his importance as a leader.
- To know about the 10 commandments and what they mean to Christian and Jewish people.
- To learn about Jesus and his disciples (Peter).
- To recall how some people may celebrate or practise their religion.
- Thinking about last week's lesson, make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'.

## DT, Art and Design:

### Painting

- Explore how to change the tone of the paint.
- Interpret the colour wheel as a vehicle for understanding colour mixing.
- Apply paint with some confidence.
- Experiment with watercolour.
- Develop knowledge of painting genres (still life).
- Reflect on art work they have studied and use relevant vocabulary.

### Printing

Find out that plants can be used to make prints from their colours – Hapazome printing/ dying.

**Marvellous and healthier' treat alternative, eg. Swedish chocolate balls.**

## Computing:

### Creating media - Digital music

- Say how music can make us feel.
- Identify that there are patterns in music.
- Experiment with sound using a computer.
- To use a computer to create a musical pattern.

**Additionally, a computer safety lesson.**