

Questions.

Week 1: Who was Guy Fawkes and what did he do?
 Week 2: What caused the Great Fire of London?
 Week 3: How would you show your understanding of what happened in the Great Fire of London?
 Week 4: Why do you think Samuel Pepys' diary is so important?
 Week 5: What materials would you select to rebuild London?
 Week 6: Based on what you know, how would you explain that wood was an ineffective material to build a city with?
 Week 7: What do you know about Christmas?
 Week 8: How would you compare Christmas to other religious celebrations?

Texts: Non-fiction texts. Poetry

Writing outcomes:

Fiction: **Writing In Role** **Description**

Non Fiction: **Recount** **Information** Advert

Maths

Number: addition and subtraction 1 week
 Measurement—Money 2 weeks
 Number: multiplication 2 weeks
 Consolidation: 2 weeks

Science: Materials and their properties

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Computing: We are researchers: Use technology purposefully to: create digital content; to organise, store and manipulate digital content; to retrieve digital content; recognise common uses of information technology beyond school; know where to go for help and support when they have concerns about material on the internet. **UNCRC Article: 17**

Enrichment

Trip to Tower of London
 GFoL silhouette scenes
 Create a London scene from the fire

Assessment Foci

Science: I can perform simple tests (changing shape of materials)

History: I can recognise why people did things and why events happened.

Music: I can sing and follow a melody.

Art: I can use pencil, charcoal and pastels to create art.

PE: Dance: I can create movement ideas using a range of basic actions in response to stimuli.

PSHE: I know that being different makes me who I am.

RE: I can explain similarities and differences between the ways people pray.

DT: I can generate ideas and plans. I can select appropriate techniques and materials and explain choices.

Computing: I know how technology is used inside and outside of school.

E-safety: I follow the school's safer internet rules.

Foundation Subjects Coverage

History: Use common words and phrases related to the passing of time eg before, after, past, present; place objects, people and events into chronological order; understand different ways of life at different times; know about significant historical, events, people and places in their own locality; answer questions using books and the internet. **UNCRC Article: 17**

PE: Dance—Perform dances using simple movement patterns. Master basic movements developing balance & coordination and develop agility. Change rhythm, speed, level and direction in a dance. **UNCRC Article: 29**

Gymnastics— Master basic movements including running and jumping, developing balance & coordination; develop agility; perform simple gymnastic routines; improve sequence based on feedback; think of more than one way to create a sequence when following some 'rules'. **UNCRC Article: 29**

Art: Use a range of materials creatively to design & make products; develop a wide range of art and design techniques using colour, pattern & texture; develop a wide range of art and design techniques using line, shape, form & space; mix paint to create secondary colours; create tones with paint by adding black; look at the work of a range of artists describing the differences and similarities between their practices and disciplines, and making links to their own work. **UNCRC Article 31**

DT: Generate, develop, model and communicate their ideas in a variety of ways which includes drawing, mock ups and templates; measure materials to use in a model or structure; select appropriate techniques and materials and explain choices. **UNCRC Article 31**

RE: Festivals of light (Diwali, Hannukah, Christingle); identify who celebrates these festivals and why; describe how they are celebrated; explain why Jesus is described as the light of the world; compare and contrast modern and traditional paintings of the Nativity; compare the account of Jesus' birth in the gospels of Matthew and Luke. **UNCRC Article 30 and 13**

Music: Develop awareness of features of songs (repetition, contrast etc). Use their voices expressively and creatively by singing songs and speaking chants and rhymes; follow a melody; sing increasing and decreasing tempo.

PSHE/ British Values: *Getting To Know Me:* Building a sense of identity and an acceptance of self. Developing self esteem and self confidence. **UNCRC Article 29**
UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.