

**Title:** Great Fire of London

**Class:** Rea

**Cycle Year:** 1

**Term:** Autumn

**Educational Visits:** TBC

**We will develop our English skills through the stimuli of:**

- A story based on the Oliver Jeffers text – The Way Back Home.
- A recount of our class trip.
- A fortune seeking story based on the Cat, Bramble and Heron.
- Writing our own poems inspired by bonfire night.
- Instructions for making our vehicles in DT.
- Please see skills and knowledge in the year group assessment grids.

**We will be reading texts from our reading spine.**

Where the wild things are by Maurice Sendak (archaic) (Complexity of plot symbol)  
Pumpkin Soup by Helen Cooper (Pie Corbett reading spine)  
Dinosaurs and all that rubbish by Michael Foreman (Complexity of Plot Symbol)  
Dear Dinosaur by Chai Straithe  
Poem: The Great Fire of London by George Szirtes  
Shadow Robert Louis Stevenson (Poem Archaic)  
The Colour Monster by Anna Llenas (resistant texts)  
Hey Little Ant Hannah and Phillip Hoose (Complexity of the Narrator)  
The Owl Who was afraid of the dark by Jill Tomlinson (Pie Corbett reading spine).  
The Night before Christmas Clement Clarke Moore (archaic)

Please see our writing progression sheets for further guidance.

Phonics is taught in line with Little Wandle progression. [https://stottesdon-school.co.uk/media/40580/programme-overview\\_reception-and-year-1-1.pdf](https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf)

**We will develop our Maths skills through key foci:**

In line with the Herts for learning guidance:

- Mental fluency, reasoning and problem solving using:
- Positional Language and Sequencing (turns, patterns and sequences)
- Subitising – Leading to More and Fewer
- Number Magnitude, Counting, Estimation and Comparison (equal to, more than, less than, fewer, more, most, least using number lines and other representations).
- Place Value – Making Ten(s) and Some More Y2
- Time – Estimating, Sequencing and Comparing (days of the week, months, years and time).
- Additive Reasoning – the Understanding and Language of Operations
- Part Whole (number bonds to 10 for year 1 and the inverse relationship between addition and subtraction for year 2)
- Equality and Comparison
- Measures – Length, Height and Mass

Using maths across other curriculum areas by:

- Using simple bar charts to record the weather

Developing the automaticity and fluency of number facts through mastering number.

Please see skills and knowledge in year group assessment grids.

**As scientists we will focus on:**

**Working scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:**

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Display results using simple diagrams and writing.
- Find out information using secondary sources.
- Use appropriate scientific vocabulary in their explanations.

**Seasons:**

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Autumn focus.

**Materials:**

- Distinguish between an object and the material from which it is made. (Sorting Santa's old toys for recycling by their material. – identifying and classifying investigation)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (materials treasure hunt).
- Describe the simple physical properties of a variety of everyday materials (throughout all investigations)
- 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.
- Investigate "What is the most suitable material (fabric) to make a sleep mask? – opaque or transparent" (comparative investigation).
- Investigate "What is the best junk modelling material to make a toy fire truck basket? – strength" (comparative investigation)
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Engage in a STEM activity to investigate "What material should we make a structure with so it will hold the most weight?" (comparative and fair testing investigation).

**P.E.**

**Physical activities and sports development in the areas below (following our progression of skills):**

- Multi-skills: throwing and catching games; kicking, bat and ball games
- Dance: response to music; simple patterns; pair, group and unison work (BBC time to move – Journey through space and/or the journey of the Magi)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see our PE progression skills for further guidance.

**As experts in computing, we will:**

- Explore Online safety (Keeping information private 1.1)
- Explore Purple Mash (Saving in their own space 1.1)
- Be maze explorers (plan moves ahead 1.5 2Go)
- Be questioning their data with simple searches and using a binary tree to sort information and question (2.4 2Question, 2Investigate).

Please see computing skills sheets for further guidance.

**R.E.**

**What do Christians believe God is like?**

**Make sense of belief:**

Identify what a parable is.

Tell the story of the Lost Son; recognise a link with the Christian idea of God as a forgiving father.

**Understand the impact:**

Give at least two examples of a way in which Christians show their belief of God as loving and forgiving (by saying sorry; God welcoming them back; forgiving others).

Give an example of how Christians put their beliefs into practice (saying sorry to God).

**Making connections:**

Think/talk/ask questions about whether they can learn anything from the story, giving reasons for their ideas

**Why does Christmas matter to Christians?**

**Make sense of belief:**

Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus.

**Understand the impact:**

Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg, sending Christmas cards with a Christian theme, lighting a candle for each day in Advent.

**Make connections:**

Think/talk/ask questions about Christmas for Christians and those who are not.

**PSHE**

**Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:**

**Being Me in My World:**

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the Learning Charter

**Celebrating Difference:**

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

**As historians we will**

- Learn that Guy Fawkes was part of a plot to kill the king by blowing up the Houses of Parliament in London.
- Learn that on 5 November, bonfires are lit, and fireworks are let off.
- Know that people meet and eat traditional food like parkin and toffee apples.
- Learn that the great fire of London started in a bakery.
- Learn that the fire spread quickly so King told them to pull the buildings down.
- Know that Samuel Pepys was an eye witness whose diaries tell us about the fire.
- Know that Historians can learn about the great fire of London from Samuel Pepys diary.

**As geographers we will:**

Learn about weather and seasons. They will.

- Know the four seasons and the correct order.
- Use and understand basic weather symbols and vocabulary, and identify multiple weather types (wind, rain, snow, fog, mist, sun, sunny spells, clouds as a minimum), knowing that weather can be different in different parts of the UK (Stottesdon, London, Belfast, Edinburgh and Cardiff).
- Demonstrate locational awareness and name their local area (Stottesdon, Shropshire), that they live in the UK and name the capitals of the UK, using the 4 points of the compass.
- Start to give reasons why the UK has the weather it does (e.g. wind).
- Use fieldwork sketches and observations to see evidence of current weather and seasons.

**As artists we will explore drawing and sketchbooks:**

Explore and Draw

Disciplines: Drawing, Sketchbooks, Collage

Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist

Artists: Rosie James, Alice Fox

- See how some artists explore the world around them to help them find inspiration.
- Explore my local environment (school, home, etc) and collect things which catch my eye.
- Explore composition by arranging the things that I have collected.
- Talk about what I collected, and how and why I arranged the things I collected.
- Use careful looking to practice observational drawing.
- Hold an object and make a drawing thinking about the way the object feels.
- Work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.

**As designers we will focus on the aspect of: Mechanisms**

**Focus: Wheels and Axles**

**Technical knowledge and understanding**

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.

**Designing**

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

**Making**

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

**Evaluating**

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.

**As musicians we will:**

- Perform (sing and play) with increasing control and an awareness of some musical elements (dynamics; rhythm; beat; ostinato).
- Identify the pulse in different music and respond physically; begin to group beats in threes (identify strongest beat)
- Recall short sequences or patterns; tap the rhythm of words; echo 3 beat rhythms on instrument; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns
- Record, evaluate and improve our performances