



Topic driver: The Great Fire of London						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	The Baker's Boy and the Great Fire of London by (Tom and Tony Bradman)					
Guided Reading	The Great Fire of London by Stewart Ross	How do we know about the Great Fire of London by Deborah Fox	The Great Fire of London by Leonie Bennett	Mary and the Great Fire of London by Sue Graves and Alex Paterson	Fire of London Poetry	
Writing	The Great Fire of London: Explanation Unit To write a class glossary (for their own book add at the end) To explain what London was like in 1666? How did the fire start-photo of drama How did the fire start?	The Great Fire of London: Explanation Unit To draw a labelled diagram: Why did the fire spread? How did the fire spread so quickly What was it like to be there? (Senses grid) What was it like to be there? (Witness account) To plan a diary (How did they try to put the fire out?)	The Great Fire of London: Explanation Unit To write a diary as a fire fighter To plan a diary (as fire fighter –gun powder) L.O: To write a diary (as fire fighter-Boom)	A Walk in London by Salvatore Rubbino To ask a range of questions To use command sentences to give advice To use a range of sentence types to create a poster To write a setting description	A Walk in London by Salvatore Rubbino To sequence and caption events in past tense To recognise past and present tense To use past tense to write a postcard or letter To record a range of questions	A Walk in London by Salvatore Rubbino To write about real events in a diary entry To record factual statements To plan a local walking guide To use a range of different sentence types to write an introduction To use the present tense to continue writing a walking tour guide



Maths	Time: Tell the time on an analogue clock: quarter past, quarter to and five minute intervals •Calculate durations of time in minutes and seconds •Sequence daily events •Minutes in an hour and hours in a day	Fractions: Relate halves and quarters to division Identify the parts of a fraction Identify half of a shape Find halves, thirds and quarters of shape Identify fractions of shape with different numerators Identify unit fractions of quantity Identify unit fractions of quantity and shape Identify non unit fractions of quantity and shape Identify equivalent fractions	Add and subtract two digit numbers (regrouping and adjusting): Use the Make ten strategy to add ones Regroup when adding Use the Make ten strategy to subtract ones Regroup when subtracting addition and subtraction word problems Use the Round and adjust strategy to add Use the Round and adjust strategy to subtract Add near doubles	Money: To recognise coins and use the symbol for pence accurately To recognise coins and notes and use the symbol for pounds accurately To add money within the same unit To match a combination of coins to make the same amount of money To combine amounts of money To add and subtract money within the same unit To be able to find out how much change would be given To be able to solve problems relating to money
--------------	--	---	--	--



Science - Uses of everyday materials	Identify different materials and their uses	Understand how to select the right materials to build a bridge	Explore and test the stretchiness of materials	Understand materials can change their shape by twisting, bending, squashing or stretching	Learn about Charles Macintosh and explore how materials are suitable for different purposes	Discover which materials change shape when making a road with John McAdam
History – The Great Fire of London	To know what London was like in the 17th Century.	To understand how The Great Fire of London started in 1666.	To understand why the fire spread over London.	To understand how the fire was extinguished.	To know the impact of the Great Fire of London.	To understand the significance of Samuel Pepys' diary.
Computing - Programming A – Robot algorithms	To describe a series of instructions as a sequence	To explain what happens when we change the order of instructions	To use logical reasoning to predict the outcome of a program	To explain that programming projects can have code and artwork	To design an algorithm	To create and debug a program that I have written
RE - How do we know some people have a special connection to God?	To identify how the Christmas story shows that Jesus is special to some people.	To investigate why some people believe Guru Nanak was special by exploring a story.	To explore how some stories show beliefs about special people	To understand that some people believe Krishna is special by exploring a Hindu story.	To recognise why Muhammad is special to many people by exploring a story.	To recognise why many Christians believe Jesus was a special adult by investigating a story.



Playing with Sound <u>Unit Aim:</u> To develop children's ability to recognise different ways sounds are made and how they can be changed.						
Music	To play different sounding instruments from symbols	To play different sounding instruments from symbols	To play different sounding instruments from symbols	To identify how a piece of music has changed	To identify how a piece of music has changed	To identify how a piece of music has changed
Art - Painting and mixed media: Life in colour	To develop knowledge of colour mixing.	To know how texture can be created with paint.	To use paint to explore texture and pattern.	To compose a collage, choosing and arranging materials for effect.	To evaluate and improve artwork.	
PSHE- Health and Well-being	To describe a range of feelings and develop simple strategies for managing them.	To use breathing exercises to relax.	To identify strategies to help overcome barriers or manage difficult emotions	To understand what it means to have a healthy diet	To understand ways of looking after our teeth.	
PE - Gymnastics	To rock successfully on different body parts. To select and combine ways of rocking and rolling with travelling.	To show awareness of obstacles and use steps and jumps to clear them. To combine travelling and balancing actions with smooth changes of level on apparatus	To balance and travel using combinations of body parts. To combine balance and travelling actions to make a sequence.	To jump in a variety of ways and land safely. To combine jumping with travelling.	To select different jumping styles. To combine jumping and rolling in sequence.	To combine hanging, swinging, travelling, and jumping on different apparatus.
Trip(s)	London Walking Tour					