



Literacy

Class Text: Vlad and the Great Fire of London by Kate Cunningham

Genres: Historical recount/diary entry

Journey 1:

Immerse

Sequencing events of the Great Fire of London

Analysis

Identify common features of historical recount

Skills

Full stops and capital letters

Adding the suffix -ly to create adverbs

Co-ordinating conjunctions

Plan

Plan writing by saying what they are going to write

Plan their writing by using a writing frame with images

Write

Draft and write by writing a recount of an event

Draft and write by using known phonemes for spelling and some key vocabulary

Draft and write by saying and writing sentences about an event in chronological order

Review

Proof-read for punctuation errors (capital letters and full stops)

Evaluate and edit making simple additions eg conjunctions

Edit for past tense verbs

Journey 2:

Immerse

Read examples of historical fiction and narrative

Thoughts and feelings

Read extracts from Samuel Pepys' diary

Analysis

Identify common features of historical recount including chronology

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| | <p>Identify common features of diary</p> <p><u>Skills</u></p> <p>Formation of adjectives using suffixes [-ful, -less]</p> <p>Coordination [using or, and, but]</p> <p>Correct choice and consistent use of past tense throughout writing</p> <p>Capital letters, full stops, exclamation marks to demarcate sentences</p> <p><u>Plan</u></p> <p>Plan writing by saying what they are going to write</p> <p>Plan their writing by using a flowchart with images</p> <p>Plan a piece of historical recount</p> <p><u>Write</u></p> <p>Draft and write by writing a recount of an experience</p> <p>Draft and write by using known phonemes for spelling and some key vocabulary</p> <p>Draft and write by saying and writing sentences about an event in chronological order</p> <p><u>Review</u></p> <p>Proof-read for punctuation errors (capital letters and full stops)</p> <p>Evaluate and edit making simple additions eg adjectives</p> |
| <p>Maths</p> | <p><u>Numbers within 100</u></p> <ul style="list-style-type: none"> • Read, write, represent, partition, compare and order numbers to 100 • Explore patterns including, odds and evens, tens and ones <p><u>Addition and subtraction of 2-digit numbers</u></p> <ul style="list-style-type: none"> • Apply number bonds to add and subtract • Represent and explain addition and subtraction of two 2-digit numbers • Add three 1-digit numbers <p><u>Addition and subtraction word problems</u></p> <ul style="list-style-type: none"> • Introduction to bar models as a representation • Create, label and sketch bar models |
| <p>Science</p> | <p><u>Everyday Materials and their Uses</u></p> <ul style="list-style-type: none"> • Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) • Different materials have different properties. • A material is chosen to make an object because of its properties. • The properties of a material make it either suitable or unsuitable. • Some materials are more suitable than others. <p><u>Children will work scientifically in this unit by:</u></p> <p>Using senses to observe and look closely</p> |

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| | Making simple records of what I notice or how things change |
| History | <p><u>The Great Fire of London</u></p> <p>Pupils will acquire the following historical knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> · What London was like in 1666 · The key events of the Great Fire of London · How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn · Why the fire spread so quickly · The damage the fire caused · How London changed after the fire |
| Geography | <i>Topic not taught this half term.</i> |
| Art | <p>Craft and Design: Map it Out</p> <p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Sort map images into groups, explaining their choices. • Draw a map of their journey to school, including key landmarks and different types of mark-making. • Follow instructions to make a piece of felt that holds together and resembles their map. • Decide how to place 'jigsaw' pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery. |
| Design Technology | <i>Topic not taught this half term.</i> |
| Computing | <p><u>iProgram</u></p> <p>In this unit children will be able to:</p> <ul style="list-style-type: none"> • understand algorithms can describe everyday activities and can be followed by humans and computers • understand that algorithms are made up of steps, some of which can be repeated • program a simple animation involving movement • write a simple program that produces output (text or sound) • combine images and text to create a simple animation |
| PE | <p><u>Invasion</u></p> <p>By the end of this unit children will know and understand:</p> <ul style="list-style-type: none"> • How to dribble with a ball. |

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| | <ul style="list-style-type: none"> • how to change direction. • what space is. • how to receive a ball with my hands and feet. • the rules of the game. • the changes in my body when I exercise. |
| RE | <p><u>Creation and Covenant</u></p> <p>Hear: By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> • The story of Noah, focusing on God’s covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 • LS 71 ‘Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!’ • Psalm 139146 in praise of God’s Creation of each of us and his love for us. <p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God makes a covenant (promise) with Noah to save all living things. • That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. • The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the New Testament <p>Celebrate: By the end of this unit of study pupils will know</p> <ul style="list-style-type: none"> • By the end of this unit of study, pupils will know: • Psalms are prayers to praise God. • Sacraments are living signs of Jesus’ love for all people • Baptism is the first sacrament which welcomes people into the Christian family. <p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Ways in which we can show care for God’s world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church. |
| Music | <p><u>Call and Response</u></p> <p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Use dynamics when creating sound. • Play in time with a group. • Experiment with different sounds on the same instrument. • Clap the animal sound patterns mostly accurately. • Clap the sound patterns in time with the pulse of the backing track. • Demonstrate both a call and response. • Copy a sound pattern using an instrument. • Playing either a call and/or response role in time with another pupil. |

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| | <ul style="list-style-type: none">• Perform a composition. |
| RSE | Let the Children Come. I am Unique. |
| Immersive Events/Visits/Visitors etc | Visit from History to Life about The Great Fire of London. |