

ENTRY POINT:

EXIT POINT:

#### HISTORY

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.
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#### RE

Ourselves—Who am I?  
Gifts and Giving

#### PSHCE

Fire safety

#### PE

- perform dances using simple movement patterns

#### ART

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

#### Computing

- To use tools to create images
- To tell a story using images either created or collages

## Cycle B : Autumn : Fire of London/Celebrations (Objectives)

#### SCIENCE

##### Yr1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

##### Yr2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials

#### MUSIC

- To learn to use their voices for effect (whisper, quiet, loud, scary)
- To learn to use their singing voice
- To sing in time with each other
- To have fun singing a range of singing games
- To clap and tap pulse on an accompanying instrument where appropriate

#### GEOGRAPHY

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### DT

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Levers and sliders
- explore and evaluate a range of existing products evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

ENTRY POINT: Fire Engine Visit

EXIT POINT: Parent Sharing Afternoon

#### HISTORY

- Ordering the events of the Great Fire of London on a timeline.
- Learn about the key people including Samuel Pepys to write an extract from Samuel Pepys diary.
- CCC: Interactive timeline and character recounts from the Great Fire of London.
- CCSpL: Hot seating with a person who was at the Great Fire of London
- CCSpL: Role Play the events of the Fire including how people would feel.
- CCE: Recount of the events of the Fire.
- CCE: The life of Christopher Wren

#### RE

Ourselves—Who am I?  
Gifts and Giving  
Diwali Story—importance of light, traditions  
Nativity Story  
Other festivals celebrated in Autumn term

#### PSHCE

- What a good learner looks like
- School Council
- Friendship and Bullying
- Fire Safety

#### ART

- Collage of Skyscrapers, from modern day London eg. The Shard, The Gherkin, and Tudor Houses
- Using colour and pattern to create Diwali Lanterns. Develop use of line and shape to create Henna patterns and Rangoli patterns. **CCM: shapes.**
- Using shape, different materials, collage to create a Christmas card.
- Use drawing to create St. Paul's Cathedral.

#### Computing

- Use Paint or Fresco to create images of the London skyscrapers and Tudor buildings. Use the diffuse tool to create a fire picture.
- significant historical events, people and places in their own locality.

## Cycle B : Autumn : Fire of London/ Celebrations (Activities)

#### SCIENCE

- Sorting materials by their properties. Finding and identifying materials.
- Waterproof experiment to find a new roof for the Three Little Pigs House. Making a prediction, fair test, recording results, writing the conclusion. **CCM: Measuring for a fair test, recording results**
- Experiment to find out how materials can be changed (eg. squashing, bending, twisting and stretching) **CCM: recording results**

#### PE

- The create and perform a Great Fire of London dance to music with a clear start and end position.

#### MUSIC

- Singing London's Burning in a round
- Use singing games and learn by heart
- Incorporate actions and perform in time to the music.
- Perform in different voices
- Explore their own mouths
- Talk about lungs and breathing
- Perform a signing game with one phrase sung as a background over and over again while everyone sings

#### GEOGRAPHY

- Identify London and the other capital cities in Great Britain on a map. Define what is a capital city.
- Look at aerial photographs of London today and in the past.
- Describing the traditions of different cultures in different countries relating these to maps.

#### DT

- Design and build a new tower for London. Build a structure which is self-supporting—exploring how they can be made stronger and more stable. Evaluate the product against the design criteria. **CCM: Measuring the height of the towers.**
- Select and use a wide range of materials and equipment to build their Tower based on their design. Select appropriate construction materials to assemble a stable structure.
- Christopher Wren
- **CCE: Follow a recipe/instructions to make a sandwich or bake bread.**
- **CCE: Follow instructions to make a Christmas Card.**