

History: The Great Fire of London (a significant event beyond living memory). Our history learning will provide the theme for much of our science, literacy and DT work. We will:

- Be able to place the Great Fire on a timeline and create a more detailed timeline of events during and after the fire
- Ask and answer questions using a variety of sources including books, pictures, the internet and film
- Identify similarities and differences between the way of life now and then
- Understand that there may be more than one cause for an historical event
- Know that some historical events lead to changes that still have an impact today
- Re-enact events from the past

We will also learn about the lives and legacy of significant campaigners for change, Martin Luther King and Harriet Tubman. We will recognise their achievements and think about what lessons they can teach us.

Literacy: We will develop our reading, writing, phonics and grammar skills.

Fire of London writing: We will

- Write instructions for making buns for the King, using imperative verbs, time conjunctions and adverbs
- Write simple information texts about the Fire of London, including labelled pictures and diagrams
- Write a diary entry, using film and stories as a stimulus

Grandma Chicken Legs by Geraldine McCaughrean

- We will compare this text with versions of the Baba Yaga stories
- We will develop our descriptive writing using images from the text for scene and character
- We will re-write a familiar tale, changing an aspect of the story
- We will develop our punctuation skills to include commas in lists, exclamation and question marks and apostrophes for contractions

Computing:

Computer science: using Bee bot and Bee bot app

- Practise inputting precise instructions
- Compare the performance of two algorithms that achieve the same goal
- Accomplish tasks by creating a programme for a computer
- Run tests and use a range of strategies to debug

Information technology: using MS Word

- Use of shift to use characters on top of numbers
- Use enter key to start a new line.
- Know how to undo and redo using icons
- Use save as to save work in correct place

Digital literacy:

- We will recognise common uses of technology beyond school
- We will understand how supermarkets use a data base to help them control stock

Science: Animals, including humans.

Animals, including humans. We will

- know that humans have offspring which grow into adults
- be able to describe the components of a healthy day
- Learn about food types and plan a healthy lunchbox

Everyday materials. We will

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials
- Know that some materials are natural and others are man made
- describe the physical properties of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- Investigate best material for a tent after evacuation from London and record findings independently

Art: Using the Great Fire of London as our stimulus, we will:

- create sketchbooks, for use throughout the unit
- explore the texture of building materials used at the time of the fire and experiment with creating texture through printing
- develop drawing skills, focusing on creating texture
- make houses in 2D and 3D forms, creating textured effects through printing
- Learn about hot and cold colours, weaving to create hot and cold patterns
- use simple stop motion animation to create a group story on the theme of fire, using only 5 frames.

Design and technology: Making tents for Fire of London refugees. We will

Design: Generate ideas about what makes a good tent and decide on design criteria for our own tent. Linked to science, we will investigate suitable materials to make a windproof and waterproof tent.

Making: Use selected materials to make a tent in a small group that can sustain wind and is waterproof. Use joining techniques and test product.

Evaluate: Reflect on results of the test and evaluate product against design brief. What could be improved?

Music: Christmas production. We will

- Learn songs with actions, harmonies and rounds
- Learn instrumental parts to accompany songs
- Develop our ability to play and perform as part of a group, with a high level of fluency
- Perform in front of a large audience

PE:

Games Skills include: running; changing direction; jumping; throwing; catching; kicking; bouncing; following rules; evaluating; team work; competition; using different balls and equipment; playing areas.

Dance Skills include: using gestures, levels, shapes and movement memory to enhance performance skills. Developing team work, including mirroring and following. Responding to music and evaluating to improve performance.

RE: Christianity. We will start by considering what is right and what is wrong behaviour and consider why it is important for people to have rules. We will then learn about the Church as a special place of worship for Christians and about important ceremonies that happen in church.

PHSE: Learn more about our bodies and name external genitalia. Discuss gender stereotypes.

Trips and Visitors: Visit from London Fire Brigade safety officer and a trip to the Museum of London.

Geography: based on the story A Balloon for Grandad. We will:

- Reinforce the location and name of the world's seven continents and five oceans
- Use world maps ,atlases and globes to identify areas that have key physical and human features from the story
- Use a world map to show where our grandparents or other families are from/live
- Use simple compass directions and locational and directional language to describe the location of features on a map
- Make comparisons between different places

Literacy: We will develop our reading, writing, phonics and grammar skills. We will use quality texts as a stimulus for our writing:

The Lighthouse Keeper's Lunch

- Write speech bubbles, questions for the seagulls, wanted posters and lists for lunch
- Write own story based near the sea
- Invent own story, drawing on our aquarium visit

Commotion in the Ocean

- Research an animal from the aquarium and create a fact file
- Write own poem based on the animal

Tell me a Dragon

- Write descriptions of dragons
- Write a spell for hatching a dragon
- Write instructions based on experience of making dragon cookies

Beegu

- Invent an alien to visit planet earth
- Write own story about visiting Beegu

Computing:

Computer science: using Scratch Junior

- Convert algorithm into code
- Construct an ordered sequence
- Predict the behaviour of programmes

Information technology: data

- Make a simple Y/N tree diagram to sort information.
- Create a branching database digitally

Digital literacy:

- Begin to make decisions about staying safe online
- Understand where to go for help when using the internet
- Understand when to get help when using the internet

Science: (Link to the story Egg Drop)

Everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, brick, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Set up an investigation (with support) to test which material is best to protect a falling egg
- Begin to think about how we can make a test fair

Animals including humans

- Sort the Lighthouse Keeper's food to decide what would make a healthy meal for him

Art: Using magnificent flying creatures as our stimulus, we will:

- Explore line and show texture using oil pastels to create large drawings of feathers
- Explore the work of Kate MccGwire before creating our own watercolours using line and shading to show texture
- Use junk modelling materials to create sculptures of flying creatures, using collage techniques, colour blending and fine ink patterns
- Develop our observational skills

Design and technology: Preparing healthy food

Design: Taste a variety of sandwiches and make judgements about appearance, taste, texture and nutritional value. Design own packed lunch sandwich using criteria.

Making: Make own packed lunch sandwich, demonstrating these skills: handling tools and equipment safely; follow a plan; use food preparation skills such as grating, peeling and chopping; working hygienically and recycling food packaging.

Evaluating: Evaluate product for appearance, taste, texture and nutritional value.

Music: We will:

- Learn the pentatonic scale and play the glockenspiel to accompany a sea dragon song
- Learn the names of the notes and read simple scores

PE:

Gym Skills include: travelling on floor and apparatus; jumping; landing; stretching; rolling; balancing; swinging and climbing. We will also develop our linking actions; mirroring skills; use of space and partner work. We will plan, perform, demonstrate, evaluate and reflect.

Dance

Skills include performing actions by: travelling; jumping; turning; rolling; balancing; gesturing; rising and falling. Body shapes to include: stretched, curled, wide, twisted and arched. Children will change direction, levels, size, speed and timing. They will work alone, with a partner and in a group.

RE: Christianity. We will learn about the life and teachings of Jesus through key stories Jesus told. We will learn what the stories of Easter represent and why Jesus is important to Christians.

PHSE: We will be able to show what constitutes a good friend and be able to identify special people. We will continue to learn about responsibilities and how to stay safe. We will learn the difference between surprises and secrets and continue to learn about diversity and equality.

Trips and Visitors: Trip to the London Aquarium and visit from a dragon expert. Visit a local church.

Geography: Through studying a non-European country, we will develop our geographical vocabulary and our understanding of contrasting regions. We will:

- Understand geographical similarities and differences by comparing the UK with Kenya
- Identify hot and cold areas of the world in relation to the equator and north and south poles
- Use primary and secondary sources to investigate an area
- Create a 3D map of Africa, noting key human and physical features
- Understand that Africa is a continent with many different and contrasting countries
- Visit our local market and explore the influence of Africa in our local area and locally available food

Literacy: We will develop our reading, writing, phonics and grammar skills. Our literacy will be centred around traditional African tales and stories set in Africa.

Lila and the Secret of Rain

- Explore descriptions of settings, using noun phrases and similes
- Write own version of the story, including dialogue
- Write an explanation text to show how an African animal is suited to its environment

Riddles

- Explore the features of riddles and write own riddle about an African animal

Too Much Talk or Awongalema

- Learn the text and perform as a class
- Create own story, retaining format of the text, but inventing characters or actions

Computing:

Computer science: using Scratch Junior

- create and debug simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Information technology: video

- Capture and assess video
- Add simple titles and credits
- Select text and make simple changes including bold, italic and underlining

Digital literacy:

- Know different ways to stay safe online

Science: Living things and their habitats

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain (herbivore, omnivore, carnivore).

Animals, including humans

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
 - Describe the importance for humans of exercise and hygiene
- Develop our research skills, using books, the internet and short films from National Geographic. Communicate using drawings, writing and diagrams

Art: We will:

- Describe and create a Kente cloth using paper weave
- Observe seascapes before creating our own ships in bottles, inspired by Yinka Shonibare
- Closely observe African textiles before making our own prints
- Create masks inspired by African masks, developing painting and drawing skills
- Create our own seascapes, developing our ability to mix colours carefully

Design and technology:

Recycled toys

- Examine recycled toys at the Horniman museum before practising joining techniques. Design and make own toy, using joining techniques which may include axles.

Cooking Chakalaka

- Visit local market to source vegetables for a specific recipe
- Follow recipe instructions to make dish, using good food preparation techniques and food hygiene
- Handle graters, peelers and knives safely
- Clean own work preparation area and recycle packaging
- Evaluate dish based on taste, texture, aroma and appearance.

Music: based on African music:

- We will play djembe rhythms and learn chants and songs in Swahili and Ghanaian

PE:

Games Further development of skills including: running; changing direction; jumping; throwing; catching; kicking; bouncing; following rules; evaluating; team work; competition; using different balls and equipment; playing areas.
Gym Skills include: travelling on floor and apparatus; jumping; landing; stretching; rolling; balancing; swinging and climbing. We will also develop our linking actions; mirroring skills; use of space and partner work. We will plan, perform, demonstrate, evaluate and reflect.

RE: Sikhism. We will learn that Sikhs believe in one God, who created all things. We will also learn about the Gurus and how they teach Sikhs how to live. We also learn about Sikh life and the naming ceremony.

PHSE: We will continue to learn how to respond if people are being unkind and about how people care for one another. We will continue to develop strategies to allow us to work well with others. We will share our opinions and explain our views, listening carefully to the views of others.

Trips and Visitors: Visit to the Horniman Museum and trip to Deptford market. Visits from parents to help with cooking. Trip to London Zoo.