

| Autumn 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Trips/ visitors | | Local area walk | | | Bolling Hall Trip | Bolling Hall Trip x2 | |
| Maths | Counting forwards and back in 5, 10, 2, 3s from any number. | Recall and use addition and subtraction facts to 10 and 20 fluently, and derive and use related facts to work out problems | Recall and use addition and subtraction facts to 50 and 100 fluently, and derive and use related facts to work out problems | Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities money and measures | Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Solve multiplication problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures | Solve division problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| English Core story: Great Fire of London. Samuel Peeps Diary Writing focus - | Write sentences with capital letters and full stops. Descriptive writing | Write sentences with capital letters and full stops. Begin 3 part sequence for writing descriptive setting. | Write sentences with capital letters and full stops. Begin 3 part sequence | Writing for different purposes Letter writing - based on the fire of London. Use | Writing for different purposes Letter writing - based on the fire of London. | Writing linked to Art topic Write about the artist Kandinsky- short biography. | Writing linked to Art topic Write about the artist Kandinsky- short biography. |

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| <p>descriptive setting - use 5 senses to describe the scene of the fire.</p> <p>Diary writing based on Samuel Peeps diary.</p> <p>Biography</p> | | | <p>for writing descriptive setting.</p> <p>Use interesting adjectives in their sentences.</p> | <p>interesting adjectives in their sentences.</p> <p>Pie Corbett core story: invention stage -</p> | | | |
| <p>Science-Materials and their properties</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular</p> | <p>Identify a variety of ways to test the different materials for their flexibility, stretchiness, can the material be twisted pulled? Does the shape change? Which would be best suited for our purpose?</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> | <p>Look at the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Cross</p> |

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| | <p>r uses.</p> <p>Decide which material would be the best for making a house explain why.</p> | | <p>Plan an investigation to test which material is the most suitable</p> | <p>Test different materials for strength, weather resistance eg rain wind</p> | <p>Test different materials for strength, weather resistance eg rain wind</p> | <p>Record findings of test results and begin to sum up</p> | <p>curricular writing - Write a conclusion based on their findings</p> |
| <p>History/Geography Great Fire of London</p> | <p>Significant historical events, people and places in their own locality.</p> <p>Introduction - KWL</p> <p>What do I know already about the Great Fire of London? What do I want to learn/know? What is the time line of this period?</p> | <p>Significant historical events, people and places in their own locality.</p> <p>London Past and Present</p> <p>To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. With a particular focus on building materials and structures. To identify differences and similarities between ways of life in different periods</p> <p>LO- I can identify</p> | <p>Significant historical events, people and places in their own locality.</p> <p>The Events of the Great Fire To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.</p> <p>LO- I can find out how the Great Fire of</p> | <p>Significant historical events, people and places in their own locality.</p> <p>How Do We Know About the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire</p> <p>LO- I can</p> | <p>Significant historical events, people and places in their own locality.</p> <p>The Events of the Great Fire To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.</p> <p>LO- I can use evidence from different sources</p> | <p>What Happened After the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p> <p>LO- I can find out how London was rebuilt after the Great Fire.</p> | <p>What Have We Learned About the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire. • I can show what I have learned about the Great Fire of London.</p> |

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| | | how London buildings changed over time . | London started and why it spread across London. | understand how we know about the Great Fire of London | when discussing the fire of London - Writing opportunity to use Samuel Peeps Diary to write a letter. | | |
| PSHCE - SEAL Health and Well Being | To identify ways of staying safe. Crossing the road | To identify ways of staying safe in the home. Identify dangers in the home / outside including medicines | To identify ways of staying safe. Online safety | To identify ways of staying safe. Fire safety plan | Life Caravan How to keep health and safe? | Managing feelings What make me feel happy? Sad? | Managing conflict How can I manage my different emotions? |
| RE Can you tell what someone believes by what they look like? | Ask the question: Can you tell what somebody believes by what they look like? | Can you tell what somebody believes by what they look like? | Reflect on own identity. Where are you from? | Reflect on own identity. Where are you from? | . Key beliefs: Show understanding of the meaning of stories and symbols relating to topics. | Key beliefs: Show understanding of the meaning of stories and symbols relating to topics | Key beliefs: Show understanding of the meaning of stories and symbols relating to topics. |

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| <p>ICT Focus: Visual Media</p> | <p>To log on to the computer using own password.</p> | <p>To find word document, type a sentence and save their work in my documents.</p> | <p>To use a search engine to find out information about the great fire of London</p> | <p>To copy information from the search engine by Selecting a picture to save on word. Then save their work on scratch pad.</p> | <p>To open up own document. Select a given picture on a search engine to save on word. Then save their work on scratch pad.</p> | <p>To search a picture of the Great Fire of London copy and save it on to the document and then save on to scratch pad</p> | <p>To open a previous document (Great Fire of London) and add writing to it then save it.</p> |
| <p>Art/ D&T</p> | <p>To develop a wide range of art and design techniques in using pattern, texture and shape. Introduce works of art by Kandinsky Look at different examples and materials used.</p> | <p>Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Look at the work of Kandinsky. Look at techniques</p> | <p>To develop a wide range of art and design techniques in using pattern, texture and shape. Look at how natural materials can be used to print.</p> | <p>Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Create their own work in the style</p> | <p>Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Plan their own work in the style of</p> | <p>Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Create their own work in the style of</p> | <p>Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Evaluate their own work in the style of</p> |

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| | | used. To develop a wide range of art and design techniques in using pattern, texture and shape. | | of Kandinsky. | Kandinsky. | Kandinsky. | Kandinsky. |
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