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| **Class** | **Butterfly** |
| **Topic** | **Fire Fire!** |
| **Visit / Visitors** |  |
|  | **Week 1**  | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6**  | **Week 7**  |
| **English** | Recount – The Great Fire of London | Diary – Samuel Pepys | Shape poem- Fire  |
| **Maths**  | Place Value  | Addition and Subtraction |
| **Science****Scientist** | Transition  | Identify & name a variety of everyday materials | Identify uses of everyday materials.  | Identify and describe the properties of everyday materials.  | Explain how the shapes of objects made from some materials can be changed. | Investigate what properties of materials can make them suitable or unsuitable for a purpose. | Consolidation |
| **History** |  | Discover what daily life was like in London in 1666. | Sequence key events of The Great Fire of London. | Understand who Samuel Pepys was and why he is important in history. | Understand how emergency services have changed since the Great Fire of London and why these changes were made. | Understand how London changed after the Great Fire of London. | Recall and retell the story of The Great Fire of London |
| **Geography** | Label on a map, significant places in London affected by the Great Fire of London  |  |
| **DT** |  |
| **Art****Artist** | To use a range of materials to design and make a fire collage. | To use a variety of materials to create 3D models of buildings and fire. | To explore texture using mixed media and experiment with different materials to represent fire. | Blend and mix colours to represent fire, developing painting techniques.  | Paint the background of a fire scene, using silhouettes and blending to create dramatic effects. | Tell a story through our art. | Reflect on and evaluate our own artwork and the artwork of others. |
| **Music****Composer** | Hands, feet and heart. | Hands, feet and heart. | Harvest Practice  | Hands, feet and heart. |
| **Computing**Coding | To understand what an algorithm is. | To create a computer program using an algorithm. | To understand the collision detection event. | To design an algorithm that follows a timed sequence. | To understand what different events do in code. | To understand the function of buttons in a program. | To understand and debug simple programs. |
| **PE - Outdoors** | Little sportsters – Dodgeball  |
| **PE – Indoors**  | Get set 4 PE – Fundamentals  |
| **MFL** |  |
| **PSCHE**Being Me in My World | I can identify some of my hopes and fears for this year. | I know who to ask for help. | I understand some of the rights and responsibilities for being a member of my class and school. | I can listen to other people and contribute my own ideas about rewards and consequences. | Consolidation  |
| **RE**Why is light an important symbol for Christians, Jews and Hindus? | Identify different light sources and discuss how they affect the senses | Examine what different sources of light mean to Christians | Compare beliefs of different faiths regarding light | Investigate Hindu beliefs about light | Assess similarities and difference in beliefs | Consolidation |

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|  | **Autumn 2nd Half** |
| **Topic** | **Fire Fire!** |
| **Visit / Visitors** |  |
|  | **Week 1**  | **Week 2** | **Week 3** | **Week 4****Assessment Week** | **Week 5** | **Week 6** **Nativity performances** | **Week 7**  |
| **English** | Instructions – fire safety | Non-chronological report – Great Fire of London. | Introduction to plays |
| **Maths** | Addition and Subtraction | Shape | Consolidation |
| **Science****Scientist** | Safety message for fireworks | Changing materials | Fabric fun | Which fabric will make the bedroom dark? | Which fabric is best for a tent? | Test the strength of paper | Investigate folding paper. |
| **History** | Who was Guy Fawkes? | Remember Remember | Nativity rehearsals |
| **Geography** |  |
| **DT** |  | Explore modern fire enginesInvestigate and evaluate different vehicles with different wheels. What will a fire engine need? | Explore wheels chassis axlesFocused taskMake different axles.  | **Design** Discuss with the children what they will be designing, making and evaluating within an authentic context. • With the children identify a user and purpose for the product and generate simple criteria. • Ask children to generate, develop and communicate their ideas as appropriate.  | Make their wheel and axle product (fire engine) using their design ideas and criteria as an ongoing guide. | Discuss how the children might add finishing techniques to their product with reference to design ideas & criteria. Direct children to information & communication technology opportunities ie clip art, word processing, paint or simple drawing programs. • Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.  |
| **Art****Artist** | Firework collage | Poppy wreath |  |
| **Music****Composer** | Nativity |
| **Computing**Spreadsheets  | Understand tasks for a spreadsheet | Enter data | Use 2calculate | Use totalling tools | Use a spreadsheet for money calculations. |  Use 2calculate equals tool | Use 2calculate to collect data and produce a graph |
| **PE - Outdoors** | Little Sportsters |
| **PE – Indoors**  | Get set4 PE - Gymnastics |
| **MFL** | Recap greetings | Colours | Numbers  | Numbers - writing |  Heads shoulders knees and toes | Christmas customs in France |
| **PSCHE** | Making choices (Guy Fawkes) Recognising right from wrong  | Link to Remembrance Day | The same as/ different from | What is bullying? What do I do about bully or bullying? | Celebrating difference/ celebrating me | I can express how I feel about being different to my friends.  | Compare how I celebrate Christmas to the traditions of my friends.  |
| **RE** | Compare Bible verses and identify similarities and differences.  | What makes Jesus special to Christians.  | Investigate Christian traditions.  | How can Christians be charitable?  | Christianity - The nativity Story | Christianity - The nativity story | Christianity - The nativity story |