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| **Week** | **English**  **English texts:**  Tom Porter’s Diary  Toby and the Great Fire | **Maths**  White Rose  BIG MATHS | **Science**  **Topic:**  Wow Science  We are Scientists  Retrieval practise – observing seasonal change – weather chart | | | **TOPIC**  **HIST/GEOG/ART/DT/**  **Subject focus/Topic:**  The Great Fire of London | **Computing**  **Music** | **PE**  **(PPA)** | **(SMSC & Health)**  **PHSE-Jigsaw**  **RE (PPA)** |
|  |  |  | **Year 1** | **Year2** | |  |  |  |  |
| **1**  6th Sep  (5th Sep training day) | Getting to know you  Fact files – about me / labelling  School/class rules  Friendship recipes  Year 1 and 2  What makes me super?  Super hero writing activities. | Year 1  Place value  Year 2  Place value |  |  | | GEOG -  **NC –** devise a simple map; and use and construct basic symbols in a key  **LO: To be able to draw a simple map of the classroom**  An introduction to maps.  **KNOWLEDGE:**   * To know that maps and plans are views from above or a ‘bird’s eye view’ of a place and use symbols.   - To know that maps and plans show the distance between places or objects accurately  - To use photos of the classroom to create own classroom plan.  **SKILLS:**  To use photos of the classroom to make a large plan  **VOCAB:**  Birds eye view, aerial photos, map, plan  **Activity**  Input – Teacher to draw a simple map of the classroom with the children.  Y1- Children to cut and stick a simple map of the classroom.  Y2 – All children to draw a plan of the classroom using the modelled version for support if needed.  ART - - Self Portrait  LO – To use observational skills to create a self portrait  KNOWELDGE – I know how to use an art pencil effectively  SKILLS – sketching and painting  VOCAB - tone, line, shading  ACTIVITY –  All pupils to use their observational skills to sketch a self portrait. Pupils to then paint their portrait. | Music - Hey You  Step 1 - Listen and Appraise - Hey You! by Joanna Mangona | Jumping  Pupils will begin to understand the different reasons when, where and why we jump in different ways. | RE - Opening up Christmas?  PSHE Being Me in My World  Special and Safe  I know how to use my Jigsaw Journal |
| **2**  **12th Sep** | |  | | --- | | Literacy |   Assessment piece  Descriptive writing.  Year 1 and 2  Supertato  Look at characters.  Describing characters | Year 1  Place value  Year 2  Place value | **Science**  LO - Identify and name a variety of everyday materials, including wood, plastic, glass,  metal, water, and rock.  Introduce children to different materials to explore in provision.  KNOWLEDGE:  What do they know already?  Can they label them?  SKILLS:  LO identifying and classifying  LO observing closely, using simple equipment  Which materials are hard/soft?  Which can they bend/squeeze etc VOCAB  wood, plastic, glass,  metal, water, and rock  Y1 ACVITITY – Children to physically sort a variety of different materials into categories.  Y2 ACTIVITY – Recap knowledge of materials (Y1). Children to then draw a variety of different items that are made from various materials. (E.g. things made from glass, plastic) | | | **Launch the topic ‘Great Fire of London’**  **(Video from the fire service to introduce the new topic).**  NC - events beyond living memory that are significant nationally or globally  **LO: To locate London on a map**  **NC -**  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  **All children to locate London on a map using an atlas. (photograph to be taken). Teacher to introduce children to the class map and stick up a label for London.**  **KNOWLEDGE:**  To know that London is in England and is the capital city.  **LO – To compare modern day houses in London to Tudor houses. (In preparation for designing and making their own Tudor houses next week)**  **KNOWLEDGE – To know that buildings have changed over time**  **To know that the materials used to build buildings have changed.**  **Tudor houses were built closely together.**  **SKILLS**:  To make observations from pictures.  **VOCAB**:  London, capital city, England, materials, thatched, brick, wood, plastic, glass.  **ACTIVITY -**  **Year 1** – Children to look at photographs and verbally compare. (teacher to make annotations).  **Year 2** – To complete a written comparison of the two photographs. (Using their science knowledge to include information about different materials) | Music - Hey You  Step 2 - Listen and Appraise - Me, Myself And I by De La Soul  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  Pupils will recap how we jump applying the most effective technique using our head, arms and feet | RE - Opening up Christmas?  PSHE Being Me in My World  My Class  I understand the rights and responsibilities as a member of my class |
| **3**  19th Sep | **Year 1**  Design your own super hero.  What kind of super hero will you be?  Describe your outfit and your super powers  **Year 2** | Year 1  Place value  Year 2  Place value | Y1 - Science – Materials and their uses.  NC - Identify and name a variety of everyday materials, including wood, plastic, glass,  metal, water, and rock.  LO – To be able to sort materials into categories.  KNOWEDGE – To know which items are made from different materials.  SKILLS – To sort and identify materials.  VOCAB – wood, plastic, glass,  metal, water, and rock  ACTIVITY – Children to cut and stick pictures of different items into the correct material box. | | Y2 – Science  NC - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  LO – To explain why materials are suitable for different uses,  KNOWELDGE – To understand why certain materials are suitable for specific jobs. (Using their knowledge of materials from Y1)  SKILLS – To identify properties of materials.  VOCAB - wood, plastic, glass,  metal, water, rock, transparent, strong.  ACTIVITY – Children to be given pictures to describe whether or not the material used is suitable.  E.g. – A window made from glass  A window made from wood.  Which one is a suitable material? Why is the alternative material not suitable? | DT  Making Tudor Houses  LO: To design, make and evaluate Tudor Houses  (Children to complete their houses during this week).  NC -  KNOWLEDGE:  To understand which materials are most suitable for certain jobs  To know what a Tudor house looks like  SKILLS:  To make a plan for a Tudor house  To assemble, join and combine materials and components  VOCAB:  Join, fixing, material (Mon) **HIST** – Pudding Lane Bakery (Facts, photos, video)  **DT Lesson 1 –** NC- design purposeful, functional, appealing products for themselves  LO- Children to design a tudor house.  Children to design their Tudor houses. Y1 children to draw a basic design, Adult to help label if needed.  Y2 – To draw a detailed plan including the materials that will be used for the project.  **DT Lesson 2 –** Children to make their Tudor houses. (Sticking their straw onto the roof, adding the wooden panels).  LO: to make a Tudor House  NC - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  KNOWLEDGE:  To understand which materials are most suitable for certain jobs  SKILLS:  To assemble, join and combine materials and components  VOCAB:  Join, fixing, material  **DT Lesson 3 –** Children to finish off making their Tudor houses and evaluate their finished products. (Y2 to complete a written evaluation, Y1 to fill in an evaluation with an adult). | Music - Hey You  Step 3 - Listen and Appraise - Fresh Prince Of Bel Air by Will Smith  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  Pupils will apply their jumping skills during a circuit. | RE - Opening up Christmas?  PSHE Being Me in My World  Rights and Responsibilities  I understand the rights and responsibilities for being a member of my class |
| **4**  26th Sep | Little red hen.  **Year 1**  Ordering the story. Look at beginning middle and end.  Lets label and write captions for the story.  **Year 2**  Sequence story. Matching sentences. Innovate the story. | Year 1  Place value  Year 2  Place value | Thurs)  **SCIENCE YEAR 1 and 2** Wow Science  · Set up Experiment using the bread that children bake this week. Bread in light dry/wet and dark dry/wet conditions.  (Thurs) SCIENCE Wow Science  NC – Working scientifically – Observe closely using simple equipment.  **LO – To look carefully and suggest the best place to keep bread**.  **-To perform simple tests.**  **KNOWLEDGE –** To know that I can answer questions by doing a simple test and observing.  **SKILLS** – To be able to make observations and discuss them.  **VOCAB** - Test, light, dark, wet, dry, time. | | | **BAKING BREAD**  DT – Bread baking  NC - Use the basic principles of a healthy and varied diet to prepare dishes  LO – To bake a bread roll  KNOWELDGE – To know that by putting ingredients together I can make a product. To know how to use simple equipment.  SKILLS - Stirring, weighing, kneading.  VOCAB - Bread, flour, yeast, water, scales, rise, prove, dough and knead.  History  NC - events beyond living memory that are significant nationally or globally  LO – To understand that the GFOL was a significant event  KNOWELDGE – To know that the fire was started in a bakery on Pudding Lane.  To understand that the fire could not be put out quickly.  To understand that the fire spread quickly.  SKILLS – Sequencing events.  Fine motor skills  VOCAB - fire, spreading, water, Pudding Lane, Tudor, wood, thatched, flammable.  ACTIVITY –  <https://www.fireoflondon.org.uk/game/>  Children to begin by playing this ^ as a class.  Teacher to sequence the main events from the GFOL with the class.  Y1- To order, cut and stick 3/4 pictures into the correct order in their theme books.  Y2- To draw and sequence 5 pictures to depict the key points of the GFOL. (Children to write simple captions for each picture)  ACTIVITY – Children to all make bread in small groups.  Y1/Y2 – All children to participate in the baking of bread. | Music - Hey You  Step 4 - Listen and Appraise –  Rapper’s Delight by The Sugarhill Gang  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  The focus of learning is to explore skipping. | RE - Opening up Christmas?  PSHE Being Me in My World  Rewards and Feeling Proud  I know my views are valued and can contribute to the Learning Charter |
| **5**  3rd October | Samuel Peyps diary.  Recount of the fire service visit . | Year 1  Addition and subtraction  Year 2  Addition and subtraction | SCIENCE – Y1  LO – To plan a fair test verbally  NC- Working scientifically – Perform simple tests. Use their observations and ideas to suggest answers to questions.  **KNOWLEDGE**: To know the name of simple materials e.g. plastic, paper, wood, fabric. To know the name of a pipette and how to use it.  **VOCAB**:plastic, paper, wood, fabric, material, pipette, fair test, fair test.  ACTIVITY – Children to work with an adult to make a basic prediction regarding which material they think will make the best waterproof hat. | | SCIENCE – Y2  LO – To plan a fair test  NC- Working scientifically – Perform simple tests. Use their observations and ideas to suggest answers to questions.  **KNOWLEDGE**: To know the name of simple materials e.g. plastic, paper, wood, fabric. To know the name of a pipette and how to use it.  To be able to plan a fair test.  **VOCAB**:plastic, paper, wood, fabric, material, pipette, fair test.  ACTIVITY – Children to complete a planning sheet for a fair test. | **FIRE STATION VISIT THIS WEEK**  HISTORY  NC – events beyond living memory that are significant nationally or globally  **LO: To compare firefighting from Tudor times to the modern day.**  **KNOWLEDGE:** To know that fire engines did not exist in Tudor times.  To understand which equipment was used compared to the modern day.  **SKILLS:** Comparison  Fine motor  **VOCAB: fire engine, buckets, water,**  **Y1 –** Sort photograps/illustations of tudor firefighting equipment to modern day equipment. Cut and stick into the correct space.  **Y2 –** To draw and label the different equipment that was/is used for fire fighting.  ART  NC Develop collages, based on a simple drawing, using papers and materials  LO: to create pictures of Great Fire of London  KNOWLEDGE:  To begin to think what materials best suit the task  SKILLS:  To work with different materials.  VOCAB:  Collage, material, texture, lines | Music - Hey You  Step 5 - Listen and Appraise –  U Can’t Touch This by MC Hammer  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  The focus of learning is to apply our understanding of jumping and skipping into a game. | RE - Opening up Christmas?  PSHE Being Me in My World  Consequences  I can recognise  the choices I make and understand the consequences |
| **6**  10th Oct | **Year 1**  Little red hen.  Lets innovate the story.  Who will help me make a autumn soup/smoothie?  **Year 2** | Year 1  Addition and subtraction  Year 2  Addition and subtraction | SCIENCE – Y1  Which material will be best to use to make an umbrella for teddy?  NC- Working scientifically – Perform simple tests. Use their observations and ideas to suggest answers to questions.  **KNOWLEDGE**: To know the name of simple materials e.g. plastic, paper, wood, fabric. To know the name of a pipette and how to use it.  **SKILLS**: Use materials to create an umbrella. Use a pipette to drop water carefully and test which will keep teddy dry.  **VOCAB**:plastic, paper, wood, fabric, material, pipette    Activity – Children to work in small groups with support to test a variety of materials.  Children to all take turns to drop water onto their material swatches. | | SCIENCE – Y2  Which material will be best to use to make an umbrella for teddy?  NC- Working scientifically – Perform simple tests. Use their observations and ideas to suggest answers to questions.  **KNOWLEDGE**: To know the name of simple materials e.g. plastic, paper, wood, fabric. To know the name of a pipette and how to use it.  **SKILLS**: Use materials to create an umbrella. Use a pipette to drop water carefully and test which will keep teddy dry.  **VOCAB**:plastic, paper, wood, fabric, material, pipette  Activity – Children to independently carry out a fair test.  Children to complete a simple evaluation of the experiment. | HISTORY  NC – - events beyond living memory that are significant nationally or globally  **LO: To understand how London changed after TGFOL**  **KNOWLEDGE:** To know that there is now a fire service  Houses are built further apart  Houses are built from different materials.  **SKILLS:** Comparison  **VOCAB: fire engine, fire service,**  **Y2 –** To draw and label the different equipment that was/is used for fire fighting.  ACTIVITY –  **Y2** – Children to make a plan for how they would rebuild London, answering the following questions.  What materials will you use to build the houses and why?  How much space will be in between each building?  How will you keep the people safe?  **Y1** – Children to be given a sheet with a picture of a tudor house on it. Children to design and label a modern house which would be safer for people living in London.  HARVEST FESTIVAL  Harvest Festival – Prepare harvest festival hats.  Practise harvest festival song for performance. | Music - Hey You  Step 6 - Listen and Appraise –  It’s Like That by Run DMC  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  Pupils will apply their knowledge of jumping into competitions. | RE - Opening up Christmas?  PSHE Being Me in My World  Owning our Learning Charter  I understand my rights and responsibilities within our Learning Charter |
| **7**  17th Oct | Harvest writing | Year 1  Addition and subtraction  Year 2  Addition and subtraction | **WOW SCIENCE – (To improve/develop the children’s working scientifically key skills)**  **Floating raisin experiment**  NC- Working scientifically - gathering and recording data to help in answering questions.  **LO: to use a table to record data.**  **-To perform simple tests.**  **KNOWLEDGE** - To know that information can be recorded in a table.  **SKILLS**- To be able to record information in a table.  **VOCAB** – Table, record, data, floating, sinking | | | **HARVEST WEEK**  Children to all take part in a harvest festival performance at the church.  Design and Technology  Food technology  LO –To understand where bread comes from. (Arrange a baker)  NC - Where does our food come from.  Children to watch video to understand how bread is made.  ACTIVITY –  Y1 –- Children to cut and stick a set of simple instructions for how to make bread.  Y2 – Children to write a set of simple instructions of  **Complete knowledge assessments with Y1 and Y2 pupils.** | Music - Hey You  Consolidation of the unit.  Computing – internet safety  (Y2 using Chrome books safely) | Jumping  Consolidation of the unit. | RE - Opening up Christmas?  PSHE Being Me in My World  Consolidation of the unit / assessment |