



Topic title: How did The Great Fire change London?			
<p>Key outcomes:</p> <p>This History-based unit focuses on the key events and time of the fire of London, including the monarchy, what life was like after the event, what food people had to eat and how they became self-sufficient. Children explore the area on London effected and how it was changed to become the London we know today</p>	<p>Maths The children will learn these mathematical skills: Year 1</p> <ul style="list-style-type: none"> Addition and subtraction within 10 (including additive structures, odds & evens, and doubles) <p>Year 2</p> <ul style="list-style-type: none"> Money (counting money, making the same amount, comparing amount and calculating money) Multiplication and Division (making equal groups, adding equal groups, using arrays for multiplication, 2,5 and 10 times tables and division) 	<p>Science: Materials</p> <ul style="list-style-type: none"> Which materials are natural or man made Explore a range of materials and describe what they see/feel 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 Explore and decide how to sort a range of materials Describe the simple physical properties of a variety of everyday materials 	<p>Writing: Non-fiction</p> <p>Text: A Walk in London Vlad and the great fire of London</p> <p>Purpose for writing: To inform by writing an information leaflet</p>
<p>Reading: Vipers reading sessions</p> <p>Daily story for end of the day story time</p> <p>Weekly 1:1 reading</p> <p>Phonics Year 1 - Phase 5</p>	<p>History:Great fire of London How did the Great Fire of London change how London is today?</p> <p><i>How did the Great Fire of London start?</i> <i>What happened in London as the fire spread?</i></p> <p><i>How do we know about the events of the Fire of London?</i> <i>Why did the fire spread so quickly and take so long to put out?</i></p> <p><i>How did this change how London is today?</i></p>	<p>Creative Learning: (Art/DT)</p> <p>Sliders and Levers – use sliders and levers to create a moving picture of the Great Fire of London</p> <p><i>Sliders and Levers</i></p> <ul style="list-style-type: none"> <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i> <i>Explore and use mechanisms(levers, sliders, wheels & axles), in their products. (Technical knowledge)</i> 	<p>Healthy Mind and Healthy Body: (PE, Anti-bullying/cyber bullying)</p> <p>Jumping and landing with control.</p> <p>Outdoor PE (FnF) Basketball</p> <ul style="list-style-type: none"> <i>I can hit a target with a ball</i> <i>I can control a ball with different parts of my body</i> <p>Real PE (Cognitive)</p>



Newtown Linford Primary School Half Termly Topic Overview Bradgate Spring 1 2024

		<ul style="list-style-type: none">• <i>Evaluate their ideas against design criteria. (Evaluate)</i>	
<p>Music</p> <p>Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p>R.E.</p> <p>Christians, Jewish and Muslims What can we learn from sacred books?</p>	<p>PSHE:</p> <p>Citizenship</p> <p>Rules</p> <p>Similar yet different</p> <p>Caring for others: Animals</p> <p>The needs of others</p> <p>Democratic decisions</p> <p>School council</p> <p>Giving my opinion</p>	<p>Computing:</p> <p>Information Technology/Computer Science/Digital Literacy</p> <p>Creating media: Digital Imagery</p> <ul style="list-style-type: none">▪ <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>