

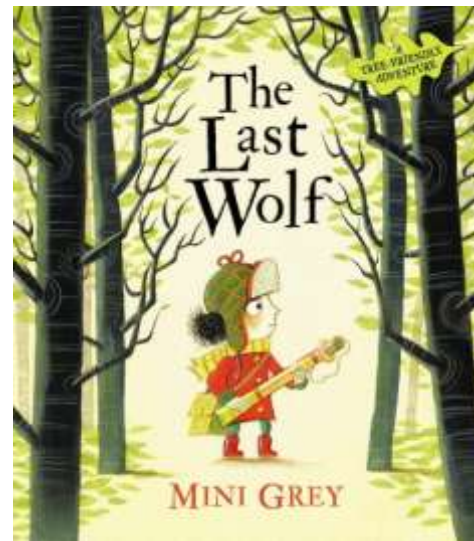
Core School Value	Curriculum Key Concept	Trips/Enrichment & Visitors	Pupil Leadership
Respect	Cause and Effect Sub Concept: Movement and People	Wolf Keeper Interview/Fire Display	Buddies for Venus

MARS AUTUMN TOPIC TITLE: London's Burning

Key Concept Question: How did the Great Fire affect life in London?

Core Texts

Little Red's mother is sanguine when her daughter declares that she is off to the forest to catch a wolf. After all, no wolves have been seen for a hundred years or more. As Little Red wends her way through the Autumnal wood she happens upon the home of the Last Wolf in the land who introduces her to the Last Lynx and the Last Bear. Together they tell her about the days when there were miles of verdant forest to run through and food to eat. Once she understands the planet's plight, Little Red comes up with a solution although she knows it will take a long time to come to fruition.



In 1666, London's citizens woke to see the skyline above their city's cramped wooden houses ablaze. *The Great Fire of London* is a hauntingly beautiful visual re-telling of one of the most well-known disasters in the city's history.

English: Core reading texts: The Last Wolf by Mini Grey/The Great Fire of London by Emma Adams.

Reading: Through our core texts and using samples from a wide variety of fiction, non-fiction and poetry texts we will develop our word meaning, retrieval, inference, sequencing and predicting skills.

Writing: The Last Wolf: word gathering, captions, character description, fact file; Great Fire of London: Information Booklet, persuasive poster, instructional writing, diary entry.

EGPS/Spelling: Year 1: capital and lowercase letters, finger spaces, personal pronoun - I, verbs, writing sentences, full stops. Year 2: vowels and consonants, nouns, adjectives, verbs, past and present tense, singular and plural, demarcating sentences, adjectives with -er and -est, word classes, adverbs. year 1 phonics: Level 5 common exception words for reading and spelling, ay/oy/ie/ea/a_e/i_e/o_e/u_e/ou/long vowel sounds/ch with a c sound/ch with a sh sound. Year 2: Level 6 focus words; common exception words, y/dge/ge/-es/gn/kn/-ing/-ed/wr/le/-er/-est/el.

Science - Physics – Uses of Everyday Materials

What is this material?
What material is this object made from?
What are the properties of this material?
What are the uses of this material?
Which material is the most suitable for... and why?
Who was John McAdam and why was he important?

Outdoor learning: Rubbing, 3d shape building, fire making.

Topic: History

Key enquiry questions:

Who was Samuel Pepys?
How did Samuel Pepys evidence history?
When and where did the Great Fire start?
How did the Great Fire start?
How did the Great Fire Spread?
How were houses changed after the Great Fire?

Curriculum Subjects

Art: Art and Design skills
DT: Bread making
PSHE: Family and relationships, health and wellbeing.
Music: Charanga - Keeping the Pulse and Beat, Copying Rhythmic patterns.

Maths

Place Value

Sorting, counting and representing objects. Counting on from numbers other than 1, counting backwards, comparing and ordering. Using number lines, writing numbers. Y2 only: Counting to 100 by making 10s, partitioning, using place value charts, counting in jumps of 2, 5, 10, 3.

Addition and Subtraction

Part whole models, number sentences, fact families, number bonds (Y2 to 100), take away (cross out), subtract 10 and across a 10 (Y2). Missing number problems

Shape

Recognise 2d/3d shapes, sorting, making patterns, count edges/faces/vertices (Y2).

RE: Christianity

What do Christians believe God is like?
Why does Christmas matter to Christians?

Computing Online Safety, Programming, Creating Media: digital imagery.

PE

Ball skills/sending and receiving with coach Harry. Ways of travelling.