London's Burning

Wow Starter: We will start our topic by finding a box filled with cheese, wine, an inkwell, a diary and a map of London from 1666. Children will be encouraged to share what they notice and to question what they would like to find out.

Fantastic Finish: We will have a visit from History Off The Page who will work with us on a Tudor themed day.

Food for life

To develop the children's understanding of their food the children will spend time in their DT Food unit looking at different types of food and explore t where these foods come from as well as the food groups they belong to.

DT

In DT Food the children will design and create a sandwich for their friend. They will explore different bread types, fillings and spreads.

Music

As muscians we will learn songs related to the GFOL (London's Burning, Lonmdon Bridge is Falling Down), listen and appraise orchestral music and explore pitch and simple notation. This learning will support the children in creating their own muscical compositions.

The children will also explore how music can help teach us about the past.

Art

As artists we will be exploring sculpture and will be using clay to design and create our own tiles.

Artsmark

The children will be given opportunities to explore The Arts through their topic work by looking at paintings from the Great Fire of London and creating their own dances and musical compositions linked to the Great Fire of London.

Computing:

In computing we will be creating stories and recoding these using iMovie. As well as using our own voices to add expression to our stories we will explore how we can add sound effects to further enhance them for our listeners.

We will also explore how we can use spreadsheets.

PE

The children will take part in a range of physical activities:

- Gymnastics—developing understanding of points of contact.
- Dance—Great Fire of London.
- Fundamental Skills
- Multi-Skills

PSHE

In PSHE the children will exploring how they can recognise their own strengths and the strengths of others to support them when working as a team.

They will also have a focus on Financial Capability to help them gain an understanding of money.

Maths

As mathematicians we will be looking at the following areas:

- Multiplication as grouping
- 2, 5 and 10 times table
- Division as grouping
- 2D and 3D shapes and their properties
- Position and Direction
- Money
- Addition and Subtraction of 2-digit numbers

English—Writing

As writers we will be immersing ourselves in the following texts to inspire our writing:

- Starbird by Sharon King-Chai
- The Great Fire of London by Emma Adams and James Weston-Lewis
- Tear Thief by Carol Ann Duffy
- The Great Fire of London by Paul Perro

English—Reading

Our Focus Text this term will the 'The Great Fire of London' by Emma Adams and James Weston-Lewis.

In our whole-class reading sessions we will continue to use the ERIC questions to support us in exploring a range of different texts.

Science

As scientists we will be exploring everyday materials. We will be looking at the properties of different materials and their suitability for different purpose. The children will take part in a range of different scientific experiments to compare materials including wood, metal, plastic, brick, rock, paper and cardboard.

History

As historians we will be finding out about key events beyond our living memory with our focus being the Great Fire of London 1666.

We will explore the events of the fire and consider why it spread so quickly. The children will make comparisons between London now and London in the past leading to an exploration of what has changed as a result of the fire.

Through our work as Historians we will look at primary and secondary sources and begin to consider what makes them reliable, or not.

Geography

As geographers we will be using our locational knowledge of London and the UK to support our learning of the Great Fire of London. We will also be using our understanding of maps.

Religion and World Views

Children will begin the term by looking at the question 'What is important to Muslims?'

They will also spend time considering 'What are the Ultimate Questions?' This will ensure understanding of religion as a belief and provide opportunity to draw similarities and differences between different religions.