

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### ENGLISH

**Storytelling**- to learn to tell the story of Vlad and the Great Fire of London from the view point of someone caught in the fire

**Non-fiction** - to write a front cover newspaper article about the Great Fire of London

**Poetry** – to explore alliteration in poetry and to create our own based upon Fire

**Grammar and Punctuation** – to correctly structure statements, questions, exclamation sentences and commands.

- to use commas to separate items in a list

- to use apostrophes to show where letters are missing

**Reading**- To participate in discussions about traditional and modern poems and images and to ask and answers questions to improve understanding of text through inferences, predication and sequencing.

### MATHS

**Multiplication and Division** – recall and use multiplication and division facts for the 2, 5 and 10 times tables.

**Statistics** – making, drawing and interpreting tally charts, pictograms and block diagrams

**Shape** – identify, describe and sort 2-D and 3-D shapes, along with using correct mathematical language: vertices, edges and faces.

**Fractions** – recognise, find, name and write fractions  $\frac{1}{2}$   $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shapes, set of objects or quantity.

### SCIENCE

**Plants** - to observe and describe how seeds and bulbs grow into mature plants, and to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Working Scientifically** – to ask simple questions and recognise they can be answered in different ways; to observe closely, perform simple tests and gather and record data to support predications and conclusions.

### MUSIC

**Livin' On A Prayer** – to use their voices expressively by singing songs and speaking chants and rhymes.

**Recorders** – to learn to play notes D, G, A, B and high D to play London's Burning

### PERSONAL, SOCIAL, HEALTH EDUCATION

**Puzzle 3: Dreams and Goals** - to recognise our personal dreams and goals; to recognise ways to work within a group

**Puzzle 4: Healthy Me.** - to recognise how to keep my body healthy; how to relax and what stress is; sort food into food groups and talk about what makes a healthy snack.

### PHYSICAL EDUCATION

**Dance**– to perform dances using simple movement patterns; to use dance to communicate mood, feelings and ideas.

**Gymnastics** - to master basic movements including balance, agility and co-ordination; to travel by rolling forwards, backwards and sidewise.

**Golden Mile**- to develop running skills and stamina

Buttercup Class - Spring 2021

## London's Burning

**WOW: set fire to our own Tudor houses**

**Outcomes:**

1. Make our own Pudding Lane bread
2. Share our Fire Dance with Year 1 via Teams
3. Learn to play London's Burning on the recorder

### HISTORY

**Events beyond living memory:** to investigate what caused the Great Fire of London; the improvements to the Fire Service; and the impact of significant historical people including Samuel Pepys and Sir Christopher Wren.

- to identify similarities and differences between ways of life in different periods of time.

- to understand some of the ways in which we find out about the past using primary and secondary sources.

### RELIGIOUS EDUCATION

**Is it important to celebrate the New Year?** - to explore the ways that different people and different faiths celebrate New Year

**How should the Church celebrate Easter?** – to explore how and why the church celebrates Easter.

### COMPUTING

**Effective Searching, Creating Pictures** – to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**E-Safety – Gooseberry Planet (Playground)**

**Unit 4: Fake Profiles** – to recognise online profiles and explore the meaning of “fake” profiles

**Unit 5: Selfie Safe**– to recognise how images can be shared online and how to keep them private

**Unit 6: Sharing Online** – to encourage digital citizenship, permission and responsibility towards others on line.

### DESIGN AND TECHNOLOGY

- to design, make and evaluate flavoured bread to create appealing new flavours for themselves and others

- to use the basic principles of a healthy and varied diet to prepare dishes, and to understand where food comes from.

### ART AND DESIGN

-to create the Great Fire of London illustrations using chalks, silhouettes and observational drawings.

- to create a 3-D picture of a London landmark destroyed in the fire.

### GEOGRAPHY

**Geographical skills and fieldwork** – to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features including maps from before, during and after the Great Fire of London.

-to use directional language to navigate between landmarks on a map, including using compass directions

### FRENCH

- to count in French from 0 – 20 and to say how old we are.