

Year 1	What is more powerful, fire or water? Summer 2		
power	strength	fairness	
Key Questions <ul style="list-style-type: none"> • When was the Great Fire of London? • What caused the Great Fire of London? • Where was the Great Fire of London? • How do we know about the Great Fire of London? • What happened after the Great Fire of London? • Why did the fire spread so quickly? • How is fire powerful? • Why is fire powerful? 		Essential Knowledge <ul style="list-style-type: none"> • I know the Great Fire of London happened a long time ago in 1666. • I know that the fire started in a bakery on Pudding Lane in London, England. • I know that the fire spread quickly and can explain why. • I know who Samuel Pepys is. • I know that Samuel Pepys kept a diary that explained what happened during the fire. • I know what London looks like now and in the past. • I know how London changed after the fire and can explain reasons why. 	
<p style="text-align: center;">English <i>Key Texts</i></p> <p>Vlad and the Great Fire of London by Kate Cunningham</p> <p style="text-align: center;"><i>Writing Opportunities</i></p> <p>Instructions on how to bake rock buns</p> <p>Setting description of London during the fire</p> <p>Fact file on Samuel Pepys</p> <p>Diary entry in Samuel Pepys' diary</p> <p style="text-align: center;"><i>Grammar</i></p> <p>Finger spaces, full stops and capital letters in all sentences.</p> <p>Extending sentences using conjunctions.</p> <p>Using a variety of punctuation.</p>	<p style="text-align: center;">WOW Starter</p> <p>Wednesday 8th June</p> <p>Bake rock buns and explore artwork around the Great Fire of London</p>	<p style="text-align: center;">History</p> <p>I can use a timeline to identify when the Great Fire of London happened.</p> <p>I know who Samuel Pepys is and that he kept a diary that explained what the fire was like.</p> <p>I know what a source of evidence is and can explain why they are important for our history learning.</p> <p>I can discuss what is a good source of evidence.</p> <p>I can compare London before and after the fire.</p> <p style="color: blue;"><i>Vocabulary: the past, a long time ago, now, current, year, similar, different, important, London, before, after, sources of evidence, people, Tudor houses, timeline</i></p>	<p style="text-align: center;">History Targets – A Year 1 Historian</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>
<p style="text-align: center;">Visits</p> <p>Monday 11th July</p> <p>Ancient High House</p> <p>Staffordshire Fire & Rescue</p>			

<p>Up-levelling of sentences by using ambitious vocabulary. Accurate spelling of common exception and high frequency words.</p>			
<p>Maths <i>Key Skills</i> Geometry: Position & Direction Number: Place Value to 100 Measurement: Money & Time</p> <p><i>Cross Curricular Opportunities</i> Weighing ingredients for rock cakes and measuring volume for liquids Identifying how the fire spread using positional and directional language Identifying on a clock what time the fire started Record how long a fire lasts</p>	<p>Art Collage of the Great Fire of London using paper, warm colours and a silhouette drawn in the shape of the houses</p> <p><i>Vocabulary: detail, hatching, line, negative, outline, pencil, shadows, shape, sketching, tonal values, tone, 2D, collage, warm colours, paper, shiny, texture, PVA glue, creating</i></p>	<p>Geography I know where London is in the UK. I can compare where London is to other towns and cities within the UK. I know that the bakery happened on Pudding Lane. I know what a capital city is.</p> <p><i>Vocabulary: buildings, map, country, road, land, United Kingdom, features, human, physical, capital city, seas, house, town, city, village, directions, compass, North, South, East, West, aerial photographs</i></p>	<p>Geography Targets - A Year 1 Geographer I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p>

<p style="text-align: center;">Science</p> <p style="text-align: center;">Materials</p> <p>Identify properties of materials that are flammable/inflammable. Identify materials that were used to build houses in 1666 compared to houses built today.</p> <p><i>Vocabulary: materials, properties, wood, plastic, glass, metal, rock, uses, objects, fireproof, flammable, inflammable, strength, structures, man-made, natural</i></p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Food</p> <p style="text-align: center;">Make rock cakes (wow starter)</p> <p><i>Vocabulary: food, rock cakes, baking, oven, mix, tasting, sort, cleaning, fruit, flour</i></p> <p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">Create a mechanism that can pour water over the houses on Pudding Lane</p> <p><i>Vocabulary: drawing, labelling, making, paper, join, cut, card, plan, moving, pull, balance, direction, axles, doweling, hole, roll</i></p>	<p style="text-align: center;">Homework/Independent Learning</p> <p>English: Write a diary entry from Samuel Pepys' perspective.</p> <p>Maths/DT: Create your own moving clock that helps you tell the time.</p> <p>Science: Use a range of materials to build a replica Tudor house. Explain why you used each one.</p> <p>Geography: Identify a landmark in London and create a 3D model of it.</p> <p>Art: Use coloured pencils and sketching pencils to create a landscape of the Fire.</p> <p>Computing: Create a poster that encourages people to be safe around fire.</p>	<p style="text-align: center;">Additional links</p> <p>Global Learning: stand alone SMSC/Jigsaw taught by Mrs Howell</p> <p>Citizenship: fire safety and the role of the fire service around our community</p> <p>Computing: Introduction to animation</p> <p>Music: stand alone taught by Mrs Howell</p> <p>RE: Worship: how do faith communities join together?</p> <p>PE: Athletics (outside)</p> <hr/> <p style="text-align: center;">Links to previous topics and skills</p> <p>Science:</p> <p>History: significant people and events in the past that have contributed to the way we live today</p> <p>Geography: maps, the UK</p> <p>Art: silhouettes, warm colours, collage of the Queen for the jubilee</p> <p>DT: identifying materials that can be used to construct with, moving toys, structures and mechanisms</p>
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