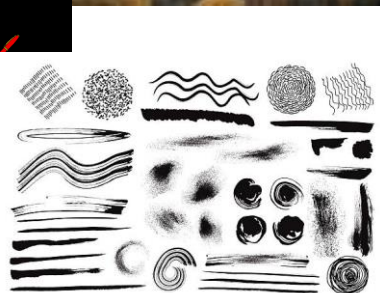


# Fire, Fire



Successful learners

## Areas of Learning

As Historians, we will use different sources of evidence to find out about significant people in the past. We will research Guy Fawkes and the Gunpowder Plot. We will find out about Samuel Pepys and the Great Fire of London and compare life in London in the 1600s to London today.

As Scientists, we identify sources of light that enable us to see. We will observe candles burning and investigate which candle would last the longest for a celebration. We will investigate sources of sound and how we hear. We will also investigate materials, their properties and uses. We will be carrying out investigations to develop our working scientifically skills.

As Artists, we will experiment with drawing lines. We will look at how artists have used line and colour in their work and create our own pictures using lines to draw fireworks exploding, create colourful Rangoli patterns, patterns on candles as well as our own creations.

As Designers, we will follow recipes and learn how to make bread. We will bake different types of bread and evaluate which ones we preferred most. We will also peel, cut and prepare vegetables to make our own pottage.

As Musicians, we will use our voices to sing songs about the Great Fire of London, pitch and singing in rounds and altering the pitch. We will use our mouths and bodies to create different rhythms and create different sounds with instruments. We will learn Christmas carols and songs to perform to our neighbours.

In Computing, we will learn the basic skills required to create a presentation. We will learn how to create folders, create and edit slides, insert pictures and re-order to produce our presentation.

In PSHE we will look at how we can look after ourselves, physically and emotionally. We will find out what to do when we feel poorly and how we can keep ourselves safe, particularly with strangers, when using the road and when using electricity.

In PE we improve our games skills by working on ball control and balance. In dance we will use different movements to create a Firework dance, explore Diwali and recreate dances using the Great Fire of London as a stimulus.

Confident individuals

### Challenge

To become enterprising, confident and independent individuals we will:

Responsible Citizens

### Spiritual & Moral

In our spiritual and moral development we will:

- Find out what festival of light and celebrations different religions have, why and how they are celebrated.
- Explore the Hindu festival of Diwali and its special significance to Hindus.
- Discover what Hanukkah is and how Jewish people celebrate this festival in December.
- Look at the significance of the Christingle to Christians

We will also learn about the true meaning of Christmas and learn about the special traditions to

### Communities

As members of a community we will:

- Sing carols to our neighbours in Martins court and at the local nursing home.
- We will write and deliver invitations to our neighbours for our Christmas play.

### Enrichment

To enrich our learning we will:

- Role Play  
Pudding lane Bakery where we can make our own salt dough bread and cakes. We can pretend to make bread and bake it in an old oven and sell to customers.
- Retell and act out the story of Fire of London using props and costumes and sound tracks.
- We will find out what to do if there is a fire from one of our local firemen.
- Visit a local bakery and find out how they make bread and sell it to their customers.

Science Threshold Concepts	Milestone 1
Work scientifically	<ol style="list-style-type: none"> <li>1. Ask simple questions.</li> <li>2. Observe closely, using simple equipment.</li> <li>3. Perform simple tests.</li> <li>4. Identify and classify.</li> <li>5. Use observations and ideas to suggest answers to questions.</li> <li>6. Gather and record data to help in answering questions.</li> </ol>
To investigate materials	<ol style="list-style-type: none"> <li>1. Distinguish between an object and the material from which it is made.</li> <li>2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>3. Describe the simple physical properties of a variety of everyday materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ol>
Investigate light and seeing	<ol style="list-style-type: none"> <li>1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</li> </ol>
Investigate sound and hearing	<ol style="list-style-type: none"> <li>1. Observe and name a variety of sources of sound, noticing that we hear with our ears.</li> </ol>
Geography Threshold Concepts	Milestone 1
Investigate places	<ol style="list-style-type: none"> <li>2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</li> </ol>
History Threshold Concepts	Milestone 1
Investigate and interpret the past	<ol style="list-style-type: none"> <li>1. Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>2. Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>3. Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>4. Identify some of the different ways the past has been represented.</li> </ol>
Understand chronology	<ol style="list-style-type: none"> <li>2. Label time lines with words or phrases such as: past, present, older and newer.</li> <li>3. Recount changes that have occurred in their own lives.</li> <li>4. Use dates where appropriate.</li> </ol>
Build an overview of work history	<ol style="list-style-type: none"> <li>1. Describe historical events.</li> <li>2. Describe significant people from the past.</li> <li>3. Recognise that there are reasons why people in the past acted as they did.</li> </ol>
Communicate historically	<ol style="list-style-type: none"> <li>1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>2. Show an understanding of the concept of nation and a nation's history.</li> <li>3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ol>

<b>Computing Threshold Concepts</b>	<b>Milestone 1</b>
<b>Art Threshold Concepts</b>	<b>Milestone 1</b>
Develop ideas	<ol style="list-style-type: none"> <li>1. Respond to ideas and starting points.</li> <li>3. Explore different methods and materials as ideas develop.</li> </ol>
Master techniques: (Drawing)	<ol style="list-style-type: none"> <li>1. Draw lines of different sizes and thickness.</li> <li>2. Colour (own work) neatly following the lines.</li> <li>3. Show pattern and texture by adding dots and lines.</li> <li>4. Show different tones by using coloured pencils.</li> </ol>
<b>Design Technology Threshold Concepts</b>	<b>Milestone 1</b>
Master practical skills - Food	<ol style="list-style-type: none"> <li>1. Cut, peel or grate ingredients safely and hygienically.</li> <li>2. Measure or weigh using measuring cups or electronic scales.</li> <li>3. Assemble or cook ingredients.</li> </ol>
Take inspiration from design throughout history	<ol style="list-style-type: none"> <li>3. Explore how products have been created.</li> </ol>
<b>Music Threshold Concepts</b>	<b>Milestone 1</b>
Perform	<ol style="list-style-type: none"> <li>1. Take part in singing, accurately following the melody.</li> <li>2. Follow instructions on how and when to sing or play an instrument.</li> <li>3. Make and control long and short sounds, using voice and instruments.</li> <li>4. Imitate changes in pitch.</li> </ol>
Compose	<ol style="list-style-type: none"> <li>1. Create a sequence of long and short sounds.</li> <li>2. Clap rhythms.</li> <li>3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>4. Choose sounds to create an effect.</li> <li>5. Sequence sounds to create an overall effect.</li> <li>6. Create short, musical patterns.</li> <li>7. Create short, rhythmic phrases.</li> </ol>
<b>PE Threshold Concepts</b>	<b>Milestone 1</b>
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Games</b>	<ol style="list-style-type: none"> <li>2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>3. Develop tactics.</li> </ol>

Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Dance</b>	<ol style="list-style-type: none"> <li>1. Copy and remember actions.</li> <li>2. Move with some control and awareness of space.</li> <li>3. Link two or more actions to make a sequence.</li> <li>4. Choose movements to communicate a mood, feeling or idea.</li> </ol>
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Swimming</b>	<ol style="list-style-type: none"> <li>1. Swim unaided up to 25 metres.</li> <li>2. Use one basic stroke, breathing correctly.</li> <li>3. Control leg movements.</li> </ol>
<b>PSHE Threshold Concepts</b>	<b>Milestone 1</b>
Relationships – Safe Relationships	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
Relationships – Respecting ourselves and others	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>

English	Mathematics
Fairy Tales Recounts Poetry -Calligrams Take one book	LS6- Additive Reasoning LS7 -Part or whole LS8 - Equality and Comparison (difference, more, less, fewer) LS9 - Measures – length, height and mass
<u>Books</u> The owl who was afraid of the dark – Jill Tomlinson This is the bear and the scary night – Hayes Mog in the dark – Judith Kerr The very noisy night – Diana Hendry Peace at last – Jill Murphy  Guy Fawkes Vlad and the Great Fire of London – Kate Cunningham Toby and the Great Fire of London – Margaret Nash The Great Fire of London – Liz Gogerley	<u>Puttding Lane Bakery role play area</u> Old oven / fire Table Shelves to display bread, Bread baskets/trays, bread & cakes Mixing bowls, wooden spoons, baking tins Old Scales & weights Bags of flour Sticks for fire Aprons Money box, Order Book, old coins  <u>Samuel Pepy’s room</u> Desk, writing box, quill, ink, sheets of paper, old book