


ENGLISH		MATHEMATICS		SCIENCE		COMPUTING	
<p>Narrative:</p> <ul style="list-style-type: none"> Recount of The Great Fire of London (Vlad and the Great Fire of London). Overcoming the monster story (George and the dragon) <p>Non-fiction: Diary entries (linked to Samuel Pepys) Instructions – linked to Christmas and DT</p> <p>Spellings: See class website and home learning books.</p> <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> Demonstrate and use present and past tense accurately Using coordinating words (or, and, but) Use ambitious adjectives Consistent use of capitals (including personal pronouns) and full-stops. 		<p>Number and Place Value – Counting/reading and writing numbers to 100 in numerals and words. Representing numbers to 100. Estimating numbers on a number line. Comparing numbers to 100. Counting in 2's, 5's, 10s and 3's</p> <p>Mental Addition and Subtraction – Bonds to 100. 10 more/less. One digit add/take one digit, two digit add/take one digit, two digit add/take two digit. Addition/subtraction number sequences and word based problems. Adding three numbers. Missing numbers.</p> <p>Geometry – Shape - Identify 2D and 3D shapes. Identify sides, vertices, lines of symmetry on 2D shapes. Identify faces, vertices and edges on 3D shapes.</p>		<p>Everyday Materials Identify and classify suitability of everyday materials. Investigate suitability of materials linked to our topic. Explore and explain inventions and inventors that have impacted our lives Explore the properties of different materials.</p>		<p>Information Technology/Digital literacy Computing systems and networks – IT around us Creating media – Digital photography Online Safety IPADS – Used for research in Topic lessons. Times tables rockstars Spelling shed Hit the button</p>	
HISTORY				GEOGRAPHY			
<p>Ask questions such as: What was it like for people? What happened? How long ago? Understand what life in Stuart London was like at the time of the fire Identify and compare similarities and differences between the past and modern day. Identify and organise key events from the past Explore the different viewpoints about who or what may have started the fire. Gather information about reliability of photos, objects, accounts and stories Explain how/why the fire spread so quickly and explain how people tried to stop the fire Explain the positive and negative impact that the fire had on London and what the King did to rebuild it. Identify vocabulary such as monarchy and parliament when exploring history.</p>				<h2 style="margin: 0;">Great Fire of London</h2> 		<p>Know the four countries of the United Kingdom and its surrounding seas. Link to where London is in the United Kingdom.</p> <p>Demonstrate use of maps by identifying London, Pudding lane and other landmarks in London.</p> <p>Research weather patterns in the UK – discuss how the weather affected the fire.</p>	
PHYSICAL EDUCATION		ART / DESIGN AND TECHNOLOGY		MUSIC		PSHE	
<p>Dance- We will be linking movements together to perform a sequence. Demonstrate changes of direction, speed & level during performances.</p> <p>Circuits- Master and apply a range of basic movements including running, jumping, throwing and catching.</p> <p>Multi-sport and games- develop throwing and catching skills in context, Understand how change of direction and speed and impact games.</p> <p>Cricket (External provider) Applying ball skills to team games including hand-eye coordination, throwing and catching.</p>		<p>Art Drawing skills -Sketched Portraits – King Charles Samuel Pepys Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Sketching buildings in black and white using different media.</p> <p>DT Structures – Tudor houses Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.</p>		<p>Term 1: Hands, feet, heart.</p> <p>Term 2: Ho! Ho! Ho!</p> <p>Skills include: Clapping rhythms Starting to improvise Using simple notes to compose Practising and performing compositions.</p>		<p>Jigsaw Being me in My World:</p> <ul style="list-style-type: none"> Exploring who I am and how I fit. <p>Celebrating Differences:</p> <ul style="list-style-type: none"> Respect for similarity and difference Anti-bullying and being unique 	
				RE		<p>Islam Beliefs and Values Living Religious Traditions Shared Human Experience Search for Personal Meaning</p>	

