

ENGLISH		MATHEMATICS		SCIENCE	COMPUTING
Narrative: - Recount of The Great Fire of London (Vlad and the Great Fire of London). - Overcoming the monster story (George and the Dragon) Non-fiction: Diary entries (linked to Samuel Pepys) Instructions – linked to Christmas and DT		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 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 digits. Addition/subtraction number sequences and word based problems. Adding three numbers. Missing numbers. Geometry – Shape - Identify 2D and 3D shapes. Identify sides, vertices, lines of symmetry on 2D shapes. Identify faces, vertices and edges on 3D shapes.		Animals and survival How different animal groups need to survive Humans Identify and explain how to stay healthy including: exercise, healthy eating and teeth. 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.	Information Technology/Digital literacy Term 1 Computing systems and networks – IT around us Term 2 Creating media – Digital photography Ongoing Online Safety IPADS – Used for research in Topic lessons. Times /Tables Rockstars Spelling Shed Hit the button
Spellings: See class website and home learning books. Grammar and Punctuation: - 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. Reading - Learning the VIPERS with a focus on retrieval and scanning texts using the texts: The owl that was afraid of the dark, Hotel Flamingo and The Guard Dog		HISTORY 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. Explore significant people in the past including Florence Nightingale, Mary Seacole and Edith Cavell.		GEOGRAPHY Know the four countries of the United Kingdom and its surrounding seas. Link to where London is in the United Kingdom. Demonstrate use of maps by identifying London, Pudding lane and other landmarks in London. Research weather patterns in the UK – discuss how the weather affected the fire.	
PHYSICAL EDUCATION		ART / DESIGN AND TECHNOLOGY		MUSIC	
Term 1 Dance- We will be linking movements together to perform a sequence. Demonstrate changes of direction, speed & level during performances Ball skills- develop throwing and catching skills in context, understand how change of direction and speed impact games. Term 2 Circuits- Master and apply a range of basic movements including running, jumping, throwing and catching. Gymnastics Perform and present sequences of movement. Develop fundamentals of movement including: jumping, weight bearing, balance and coordination. Linking two or more actions to perform a sequence.		Art – Term 1 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. Linked to artists – Kandinsky and Klee DT – Term 2 Structures – Tudor houses Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.		Term 1: Pitch, Pulse and rhythm. Studying how these elements are important in singing and playing instruments. Term 2: Playing in an orchestra Exploring the instruments in an orchestra and beginning to understand music notation	
PSHE		RE		Jigsaw Term 1 Being me in My World: Exploring who I am and how I fit. Term 2 Celebrating Differences: Respect for similarity and difference Anti-bullying and being unique	
				What is the good news Christians say Jesus brings? How important are the groups people belong to? What makes some stories so important to different people?	