



Subject Spotlight

History



Why was the Great Fire of London such a big event?

How can we work out why the Great Fire started?

We will learn what London was like in the 17th century, why the Great Fire of London started, and who people thought was to blame.

What happened during the Great Fire and how do we know?

We will learn about the main events of the Great Fire of London and discover what evidence remains today to help us understand what happened.

Why did the Great Fire burn down so many houses?

We will learn the main reasons why the Great Fire of London started, such as the hot summer, wooden houses with thatched roofs, and narrow streets, and some of us will also find out about extra factors that made the fire worse, like the strong wind.



This Term's Value is...

Inspiration

Class Book



English

- To spell words containing each of the 40+ phonemes taught, common exception words and days of the week.
- To begin to form lower case; capital letters correctly and numbers 0-9.
- To leave spaces between words.
- Sequence sentences to form short narratives.
- To combine words to make sentence.
- To use the co-ordinating conjunction 'and.'
- To listen and discuss poems, stories and non-fiction texts.
- To apply phonic knowledge to decode words.
- To predict what might happen next.
- To infer what is being said or done.

Maths

- Read and write and understand place value of numbers up to 20.
- To sort and count objects.
- To recognise numbers as words.
- To count on from any number.
- To find 1 more and 1 less.
- Compare numbers using the vocabulary fewer, more, same, less than, greater than and equal to.
- To write number sentences.
- Number bonds to 20.
- To add and subtract within 20.



Science – Animals including Humans

- Observe and describe weather associated with the seasons and how day length varies.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Art – Colour

- Explore art made by other artists inspired by flora and fauna.
- Observe insects and plants closely and make drawings using pen to describe what I see.
- Experiment using graphite and oil pastel and make my own insects.
- Cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.

D&T - Structures

- To create a stable structure.
- To use tools and equipment accurately to make part of a structure.
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Geography – What is the weather like in the UK?

Where is the UK?

To locate the four countries of the UK

What are the four seasons?

To identify seasonal changes in the UK.

What are the compass directions?

To identify the four compass directions.

PE

Yoga - Floor exercises

- Explore moving to music.
- Use elements of dance in movement.
- Perform a sequence of movements.
- Create an original sequence.
- Perform a sequence of movements, to music.

Dance – performance

- Know and use different methods of travelling.
- Use different gymnastic movements.
- Perform a simple sequence.
- Know and use different methods of moving on the ground.
- Perform specific gymnastic movements.

RE – Islam

God: What do people believe about God?

Key Question: Who is God to Muslims?

- Explain how to show respect.
- Consider some attributes that Muslims might believe that Allah has.
- Explain the meaning of some of the 99 names of Allah.
- Explain the ways a Muslim might show respect to Allah in their lives.
- Tell you how I might show respect for other people.
- Can say what I do to show people who are special to me that I care.

PSHE – Celebrating Difference

- Set simple goals.
- Set a goal and work out how to achieve it.
- Understand how to work well with a partner.
- Tackle a new challenge and understand this might stretch learning.
- Talk about obstacles which make it more difficult to achieve new challenges and have ideas to overcome them.
- Talk about how it feels to succeed in a new challenge and how it can be celebrated it.

Computing –Algorithms

- To follow instructions precisely to carry out an action.
- To understand and be able to explain what decomposition is.
- To know how to debug an algorithm.