



Launch Day:

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

|                 | Science                                                                                                                                                                                                                                                                                                                                                                                          | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Geography | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DT  | Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Music                                                                                                                                | RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PE                                                                  |
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| Prior knowledge |                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Early Learning Goal:</u><br><u>Understanding the World:</u><br><u>The natural world</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | N/A       | <ul style="list-style-type: none"><li>(Year 1) - How to assess a piece of artwork</li><li>Know what different language around line drawings means</li><li>How to look after materials and tools for painting</li><li>What outcomes will come from mixing different paints</li><li>What a primary colour is and why this is important for mixing tones</li><li>What impact mixing different colours together will have on the tone</li><li>Different geometric shapes and what happens when they are combined</li></ul>                                                                                                                                                                                                                                                                 | N/A | <ul style="list-style-type: none"><li><b>(Year 1) The meaning of key vocabulary such as algorithm, decomposition and abstraction</b></li><li>What a given command will do</li><li><b>How to plan and input a simple program</b></li><li><b>How to find more than one solution to a problem</b></li><li><b>How to choose a command for a given purpose</b></li><li><b>That a series of commands can be joined together</b></li><li><b>The effect of changing a value</b></li><li><b>How to use an algorithm to create a program</b></li></ul> | See music curriculum map                                                                                                             | <ul style="list-style-type: none"><li>(EYFS) – <b>Retell</b> stories, talking about what they say about the world, God, human beings</li><li><b>Retell</b> religious stories <b>making connections with personal experiences</b></li><li>(Year 1) - Say simply what Jesus and one other religious leader taught about loving other people</li><li>Identify what a parable is</li></ul>                                                                                                                                                                                                                                                                   |                                                                     |
| Knowledge       | <p>Key Question: What do animals including humans need to survive?</p> <p>The children will know:</p> <ul style="list-style-type: none"><li><b>How to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</b></li><li>The importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li></ul> | <p>Key Question:</p> <p>The children will know:</p> <ul style="list-style-type: none"><li>Explain when and where the Great of London occurred and <b>what London was like in 1666.</b></li><li><b>Know when and where the fire began and how it spread</b> and how the people tried to fight it.</li><li>Know about the role played by individuals during and after the Great Fire of London.</li><li><b>Know that some people kept diaries and this is how we know about 17<sup>th</sup> Century London and the Great Fire of London.</b></li></ul> |           | <p>Key Question:</p> <p>The children will know:</p> <p>Potential project idea – Creating bonfire night paintings in a similar style to Turner</p> <ul style="list-style-type: none"><li>What the purpose of a colour wheel is</li><li>That colour wheels show primary and secondary colours</li><li>That primary colours can be mixed to make secondary colours</li><li>That adding white to a colour is called tinting</li><li>That adding black to a colour is called shading</li><li>That different combinations of secondary colours produce different outcomes</li><li>How to use artists’ work to influence their own productions</li><li>Different tones of colour produce different effects when looked at</li><li>A range of work produced by one artist on a theme</li></ul> |     | <p>Key Question:</p> <p>The children will know:</p> <ul style="list-style-type: none"><li><b>Robot algorithms</b></li><li>How to describe a series of instructions as a sequence</li><li><b>What happens when we change the order of instructions</b></li><li><b>How to use logical reasoning to predict the outcome of a program</b></li><li>That programming projects can have code and artwork</li><li>How to design an algorithm and ‘evaluate’ it</li><li><b>How to create and debug a program</b></li></ul>                            | <p>See music curriculum map</p> <p>Key Question:</p> <p>The children will know:</p> <ul style="list-style-type: none"><li></li></ul> | <p>Christianity - God</p> <p>Key Question: 1.3 Why does Christmas matter to Christians?</p> <p>The children will know:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"><li><b>Recognise that</b> stories of Jesus’ life come from the Gospels</li><li><b>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</b></li></ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"><li><b>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</b></li></ul> <p><b>Make connections:</b></p> | <a href="https://peplanning.org.uk/">https://peplanning.org.uk/</a> |

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|                                |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | that we have written                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                            | <ul style="list-style-type: none"><li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li><li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li></ul> |                                                                                                                                                                                                                           |
| Skills                         | Children will be able to: <ul style="list-style-type: none"><li>Ask simple <b>questions</b> and recognise that they can be answered in different ways</li></ul> | Children will be able to: <ul style="list-style-type: none"><li>Describe events beyond living memory that are significant nationally or globally.</li><li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul> |  | Children will be able to:<br><b>Painting</b> <ul style="list-style-type: none"><li>Make colour wheels</li><li>Use primary colours to mix secondary colours and add white and black to tint and shade</li><li>Identify complementary colours</li><li>Experiment with paint to create a range of tones</li><li>Use the paintbrush effectively to add different amounts of paint</li><li>Manipulate the paint brush to paint effectively</li><li>Mix colours fully to ensure an even shade</li><li>Mix and paint to produce a gradient of colour</li><li>Use a variety of techniques to produce different outcomes.</li></ul> |  | Children will be able to: <ul style="list-style-type: none"><li><b>Use abstraction to focus on key details of a command</b></li><li><b>Spot ‘patterns’ to ‘repeat’ the same instructions to create different algorithms</b></li><li>Use an algorithm to program a sequence on a floor robot</li><li>Show the difference in outcomes between two sequences that consist of the same commands</li><li>Follow a sequence and predict the outcome of a sequence</li><li>Compare my prediction to the program outcome</li><li>Identify different routes around my mat and ‘decompose’ the steps to create appropriate algorithms</li><li><b>Test and debug each part of the program</b></li></ul> | Children will be able to: <ul style="list-style-type: none"><li></li></ul> | Children will be able to: <ul style="list-style-type: none"><li></li></ul>                                                                                                                                                                           | Children will be able to: <ul style="list-style-type: none"><li></li></ul>                                                                                                                                                |
| Components (teaching sequence) | <ul style="list-style-type: none"><li>I can</li></ul> <p><b>Topic outcome:</b></p>                                                                              | <ul style="list-style-type: none"><li>Lesson 1 - I can use a range of sources to find out about The Great Fire of London.</li><li>Lesson 2 - I can identify what London was like in 1666.</li><li>Lesson 3 - I understand why</li></ul>                                                                |  |  <p>Creating a Great Fire of London landscape</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Teach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Learning Nativity Songs                                                    | We will be learning about ‘Why does Christmas matter to Christians?’ <ul style="list-style-type: none"><li>I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and</li></ul>                        | PE Planning                                                                                                                                                                                                               |
|                                |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Topic outcome:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Topic outcome: Nativity</b>                                             |                                                                                                                                                                                                                                                      | We will be learning about: Dodgeball:<br>Step 1: To move in different ways, changing speed and direction.<br>Step 2: To increase accuracy when throwing using underarm and underarm technique.<br>Step 3 To move quickly. |

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|                |  | <p>the fire of 1666 spread so rapidly.</p> <ul style="list-style-type: none"><li>• Lesson 4 - I can explain how people tried to fight The Great Fire of 1666.</li><li>• Lesson 5 - I recognise Sir Christopher Wren as a key figure in The Great Fire of London</li></ul> <p><b>Topic outcome:</b><br/>Children to create a video report explaining what happened during the Great Fire of 1666.</p> |  | <ul style="list-style-type: none"><li>• Use painting skills (tones, mixing, manipulation) to create a multicoloured fire background.</li><li>• Use a collage effect, arrange thin pieces of card create the beams of wooden houses.</li></ul> <p><a href="https://www.projectswithkids.com/firework-painting/">https://www.projectswithkids.com/firework-painting/</a></p>  <p><a href="https://www.gathered.how/arts-crafts/art/christmas-painting-ideas">https://www.gathered.how/arts-crafts/art/christmas-painting-ideas</a></p> <p><b>Topic outcome:</b></p> |  |  |  | <p>actions at Christmas.</p> <ul style="list-style-type: none"><li>• I can understand some advent traditions for Christians (advent wreath and Christingle).</li><li>• I can identify some symbols associated with Christmas.</li><li>• I can explain why gifts can be given at Christmas.</li><li>• I can think of things I can be thankful for at Christmas time.</li></ul> <p><b>Topic outcome:</b></p> | <p>Step 4 To send a ball at different speed.<br/>Step 5; To catch a ball<br/>Step 6: To compete in games.</p> <p>Gymnastics (Unit 1):<br/>Step 1: To remember and perform 5 key shapes.<br/>Step 2: To move smoothly with control.<br/>Step 3: To perform basic gymnastic actions such as balancing and jumping.<br/>Step 4: To link movements and shapes.<br/>Step 5: To use different pieces of equipment and apparatus. Step 6: To form simple sequences.</p> <p><b>Topic outcome:</b></p> |
| Key Vocabulary |  | Architect<br>Bakery<br>Breeze<br>Capital<br>Cathedral<br>Century<br>Diary<br>Flammable<br>Inferno<br>Hand pump<br>Plague<br>Prince<br>Thatch<br>Timber                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |