| Geogra | iphy/History | Art/DT | Music | Computing | PSHE | RE | PE | Science | Literacy |
|-----------------|---|---|--|---|--|--|--|---|---|
| Spring | Where is London? LO: TO learn the names of some places in the UK Plan Bee - lets explore London - slide I and slide 2 | LO: To make marks in prints with a variety of objects LO: To make marks in prints with a variety of materials, objects and techniques Pictures of famous landmarks of London using Buckingham Palace, London eye, Big Ben, St Pauls Cathedral, River Thames | LO: To sing a melody accurately at their own pitch To learn 'London's Burning' | LO: To show an awareness that what we create on a computer or a tablet can be shown to others | LO: To understand why we are all unique and amazing Science link page 274 | LO: To realise that some things are to explain Children will share the Christian creation story | LO: To track and intercept and catch balls Hockey | LO: To identify, name, draw and label the basic parts of the human body | Paddingtons pop up book. Cedar class to have a suitcase. When we learn facts about London, we place them in Paddingtons suitcase. |
| 2 | LO: To locate and name major features on a UK map LO: To use a compass to describe areas of London Plan bee – lets explore London – slide 3 LO: To identify what London was like in 1666 (plan bee, great fire of London, work 1) | LO: To make marks in prints with a variety of objects LO: To make marks in prints with a variety of materials, objects and techniques Pictures of famous landmarks of London using Buckingham Palace, London eye, Big Ben, St Pauls Cathedral, River Thames | LO: To sing a melody accurately at their own pitch To learn 'London's Burning' | LO: To show an awareness that what we create on a computer or a tablet can be shown to others | LO: To understand each others differences (hair colour, height, eyes, hearing, balance) Link to Science | LO: To realise that some things are to explain Children will write or sequence the Christian creation story | LO: To track and intercept and catch balls Hockey | LO: To identify senses and the related body part | Hot write – To write a diary entry of Paddingtons trip to London |
| 3 | River Thames Buris area Moorpiels St. Paul's Cathedral Pudding Lane Four of London Bridge Bridge River Thames Locate Southwark LO: To name and locate the River Thames Plan bee – slide 4 LO: To name and locate London Bridge | LO: To make a class picture of the River Thames using potato printing Lo: To make London Bridge from paper straws | LO: To sing a melody accurately at their own pitch To learn 'London's Burning' | Lo: To know how to stay safe anline | LO: To understand how our bodies change Science link and PSHE pg 275 and 276, 291 | LO: To realise that some things are to explain Children will share the Hindu creation story | LO: To describe some basic rules for a Hockey game | LO: To use understand human offspring that grow into adults PSHE pg 275 and 276, 291 | Children to look at sets of instructions of how to make a class instruction of making a bridge from straws. |
| 4 | LO: To learn how the fire of London started Pudding Lane To learn how the fire of London started Complete great fire of London 2 Slide 2 | LO: To use a variety of techniques and resources to make a chef's hat for Pudding Lane | LO: To begin to have an awareness of other performers | Lo: To know how to stay safe online | LO: To understand the importance of exercise Science link | LO: To realise that some things are to explain | LO: To learn the rules of a hockey game | LO: To desrcibe the importance exerciese and diet on humans PSHE link | Hot write LO: To write a set of instructions of how to make bread |

| | | | | | | 1 01 | | | |
|--------|---|--|-----------------------|-------------|---------------|-------------|-------------|---------------------|-----------------------|
| | | 10. Ta | Children to | | | Children | | | |
| | | LO: To use | be | | | will retell | | | |
| | | basic food | grouped | | | or | | | |
| | | handling and | and sing | | | sequence | | | |
| | | hygiene | different | | | the Hindu | | | |
| | | practices and | parts of | | | creation | | | |
| | | personal | the song | | | | | | |
| | | hygiene | | | | story | | | |
| | | Children to | | | | | | | |
| | | make bread | | | | | | | |
| 5 | LO: To recognise the difference between past | LO: To make | LO: To | LO: To | LO: To be | LO: To | LO: Tø | LO: To describe the | Diary of a day in |
| | and present for our own lives and others | sparks and | begin to | explore | able to | realise | participate | importance of | the great fire of |
| | lives | flames of a fire | have an | information | look after | that some | in a team | hygiene on humans | London. |
| | LO: To learn why the fire of London spread | using a variety | awareness | from a | my | | game of | | Vlad and the Great |
| | so quickly | of objects | of other | variety of | personal | things are | hockey | (PSHE pg 352) | |
| | LO: To describe the flames at Ludgate (plan | Sparks and | performers | sources | hygiene | to explain | | | Fire of London or |
| | bee, work 3) | Flames plan bee | Children to | To be | | | | | Toby and the Great |
| | Vlad and the Great Fire of London or | work 2 - | be | looking at | Science link | To act out | | | Fire of London |
| | | testing different | grouped | electronic | | both | | | , |
| | Toby and the Great Fire of London | materials | , | and books | | | | | |
| | | THE PROPERTY OF THE PROPERTY O | and sing different | about the | | creation | | | |
| | KU tutor | | | | | stories | | | |
| | | | parts of | Great fire | | | | | |
| | | | the song | of London | | | | | |
| | | | | and which | | | | | |
| | 10 T 1 | 10 T | | to trust | 10 - | | 10.7 | | |
| 6 | LO: To know and recount episodes from | LO: To make | LO: To | LO: To use | LO: To | LO: To | LO: To | LO: to describe the | Hot Write |
| | stories fro the past | sparks and | perform | a search | recall the | compare | participate | basic needs form | To write a story of |
| | Vlad and the Great Fire of London or | flames of a fire | Londons | engine to | best foods | both the | in a team | animals (including | how the Great Fire of |
| | Toby and the Great Fire of London | using a variety | burning to | find pieces | needed for | Hindu and | game of | animals) for | London started or Hot |
| | 3 | of objects | the school | of | energy and | Christian | hockey | survival (water, | write |
| | | Sparks and | | information | health | | | - | Diary of a day in |
| | | flames plan bee | | about the | | creation | | food and air) | |
| | | work - | | fire of | | stories | | | the great fire of |
| | | making chalk | | london | | | | | London. |
| | | drawings | | | | | | | |
| Spring | LO: To compare fire engines from The Great | LO: To design | LO: To | LO: To use | LO: To | LO: To | Lo: To | LO: To name a | LO: To write a |
| 2 | Fire of London to the modern day fire | a fire engine | recognise | a search | identify fire | talk about | learn | variety of common | description of a fire |
| 1 | engines | using | phrase | engine to | hazards in | | strategies | , , , | |
| | | appropriate | lengths | find pieces | the home | the | to help me | animal groups | engine |
| | | techniques | and to | of | and label a | meaning | when I | including fish, | |
| | | techniques | know | information | fire engine | of a | feel | amphibians, | |
| | | Draw and | when to | about the | 3 | range of | anxious | reptiles, birds and | |
| | | | | | (plan bee, | religious | | mammals | |
| | | design their fire | breath | fire of | fire . | _ | (yoga - | | |
| | | engines and | when | london | engines, | stories | PSHE link) | | |
| | | start making | singing | | week 1) | To learnt | | | |
| | | | The Great | | | the Rama | | | |
| | | | Fire of | | | and Sita | | | |
| | | | London | | | | | | |
| | | | song | | | | | | |
| | | | | | | | | | |
| | | | Out of the | | | | | | |
| | | | ark - the | | | | | | |
| | | | great fire | | | | | | |
| | | | of London | | | | | | |
| | | | song | | | | | | |
| 2 | LO: To make a fire engine from the Great fire | LO: Tp measure, | LO: To | LO: Tø | LO: Tø | LO: Tø | Lo: To | LO: To name a | LO: To write a |
| - | of London or the modern day | mark out, cut | recognise | share their | know how | | learn | | |
| | ay Exhaust on the modern may | | _ | | | talk about | | variety of common | description of a fire |
| | | and shape a | phrase | findings, | to act in a | the | strategies | animal groups | engine |
| | | fire engine | lengths | of the Fire | fire | meaning | to help me | including fish, | |
| | | T | and to | of London, | emergency | of a | when I | amphibians, | |
| | | To make their | know | with the | Children | range of | feel | , | |
| | | fire engines | when to | class | will learn | 1 mye ng | anxious | | |

| _ | | | | | | | | | |
|----------|--|--|---------------------------|------------------------|---------------------|-------------------|---------------------------|------------------------|-------------------|
| | | | breath | | how to | religious | (yoga - | reptiles, birds and | |
| | | | when | | call 999 | stories | PSHE link) | mammals | |
| | | | singing | | and how | To learnt | | | |
| | | | The Great | | to stay | the Rama | | | |
| | | | Fire of | | safe and | and Sita | | | |
| | | | London | | stop, drop | | | | |
| | | | song | | roll. | | | | |
| | | | | | | | | | |
| | | | Out of the | | | | | | |
| | | | ark - the | | | | | | |
| | | | great fire | | | | | | |
| | | | of London | | | | | | |
| 3 | LO: To learn about Tudor homes | LO: To design | song LO: To | LO: Tø | LO: Tø | LO: To | Lo: To | LO: To identify | Deceripton of |
| 3 | LO. 10 least about that staties | patterns to | | share their | know how | | learn | carnivores, herbivores | Descripton of |
| | | draw a house | recognise phrase | findings, | to act in a | talk about | strategies | and amnivares | houses |
| | | from the Great | lengths | of the Fire | fire | the | to help me | Mu Mulanies | House advert |
| | | Fire of London | and to | of London, | emergency | meaning | when I | | |
| | | The by Exhaust | know | with the | Children | of a | feel | | |
| | | To draw then | when to | class | will learn | range of | anxious | | |
| 1 | | make 3D tudor | breath | | stop, drop | religious | (yoga - | | |
| | | houses | when | | and roll. | stories | PSHE link) | | |
| | | | singing | | | To learnt | , CITE XXIIIC) | | |
| | | | The Great | | | the Rama | | | |
| | | | Fire of | | | | | | |
| | | | London | | | and Sita | | | |
| | | | song | | | | | | |
| | | | 120,109 | | | | | | |
| | | | Out of the | | | | | | |
| | | | ark - the | | | | | | |
| | | | great fire | | | | | | |
| | | | of London | | | | | | |
| | | | song | | | | | | |
| 4 | LO: To compare Tudor homes to modern day | LO: To | LO: Tø | LO: To use | LO: Tø | LO: To | Lo: To | LO: To understand | Newspaper article |
| | hames | assemble, join | recognise | a search | design fire | talk about | learn | animal that grow | for the Fire of |
| | | and combine | phrase | engine to | engines | the | strategies | into adults | London |
| | | materials and | lengths | find | with facts | meaning | to help me | | Exa casa c |
| | | components | and to | photos of | of how to | , , | when I | PSHE pg 281 | |
| | | together to make | know | the fire of | stay safe | of the | feel | | |
| | | a house from | when to | London. | in a fire | Easter | anxious | | |
| | | the Great Fire of | breath | | | Story | (yoga - | | |
| | | London | when | | | | PSHE link) | | |
| | | | singing | | | | | | |
| | | To draw then | The Great | | | | | | |
| | | make 3D tudor | Fire of | | | | | | |
| | | houses | London | | | | | | |
| 1 | | | song | | | | | | |
| | | | | | | | | | |
| | | | Out of the | | | | | | |
| | | | ark - the | | | | | | |
| | | | great fire | | | | | | |
| | | | of London | | | | | | |
| <u> </u> | T | 10 T | song | 10.7 | 10 = | | | 10 T : : | |
| 5 | Tudor Homes | LO: To | LO: To | LO: To | LO: To | LO: To | Lo: To | LO: To test | Hot write |
| | LO: To create a new style of house that will | assemble, join | recognise | share their | teach our | talk about | learn | different materials | Newspaper |
| 1 | he cates them times (plan her week 2) | and combine | phrase | findings, | peers, in | the | strategies | and their properties | |
| | be safer from fires (plan bee, week 3) | 1 . 1 | 1 1 | of the Fire | class, of | | to help me | | |
| | the sayer grant gives (quart thee, week 3) | materials and | lengths | | | meaning | | For an adut to | |
| | the sayer grant gives (quart thee, week 3) | components | and to | of London, | how to | meaning of the | when I | | |
| | the sayer grant gives (quart thee, week 3) | components together to make | and to know | of London, with the | how to safe in a | of the | when I feel | burn different | |
| | tie sager gront gues (paut tiee, week 3) | components together to make a house from | and to know when to | of London, | how to | of the Easter | when I feel anxious | | |
| | The sayer grant gives (mait thee, week 3) | components together to make a house from | and to know | of London, with the | how to safe in a | of the | when I feel | burn different | |

| | | To draw then make 3D tudor houses | singing The Great Fire of London song Out of the ark - the great fire of London song | | | | | | |
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| 6 | Assessment Week | To make a Fire of London Class Pop up book | To make a Fire of London Class Pop up book/show parents | To make a Fire of London Class Pop up book | LO: To share in assembly, with our peers, how to stay safe in a fire | LO: To talk about the meaning of the Easter Story | Lo: To learn strategies to help me when I feel anxious (yoga - PSHE link) | LO: To make a fire of London pop up book | To make a Fire of London Class Pop up book |