

## Literacy

### Key texts we will read:

**Little Red Hen**  
**Vlad and the great fire of London**

**Toby and the great fire of London**

**Ten things found in a wizards pockets**



### As readers we will:

- Retelling familiar stories using masks
- We will sequence a story using pictures and write what is happening in each.
- Look at a range of texts

### As writers we will:

- Write a familiar story with a beginning, middle and an end.
- Write sentence about our history topic
- Retell a familiar story by making a story map.

## Science

### As scientists we will:

- Know parts of the body
- know babies grow into adults
- know what they can do at each life stage
- know that all humans and animals need to feed, drink and breathe in order to survive.
- know that to grow into a healthy adult they need the right amounts and type of food and exercise
- know that we should eat more fruit and vegetables
- know sugary and fatty foods should only be eaten a little
- know good hygiene is important to prevent infections and illness

## Maths

### As mathematicians we will:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction and number problems

## Art and Design

### As artists we will:

- Make as many tones of one colour as possible using primary colours and white.
- Darken colours without using black
- Use thick and thin paint
- Cut shapes using scissors
- Represent shape, pattern and texture
- Say a similarity and a difference between my work and the work of the artist



## PSHE and Personal Development:

### As caring citizens we will:

- I can identify some of my hopes and fears for this year.
- I understand the rights and responsibilities for being a member of my class and school.
- I understand the rights and responsibilities for being a member of my class.
- I can listen to other people and contribute my own ideas about rewards and consequences.
- I understand how following the Learning Charter will help me and others learn.
- can recognise the choices I make and understand the consequences.

## PE:

### As active pupils we will:

- Improve our throwing and catching skills
- Improve our accuracy when throwing

## Music

### As musicians we will:

- We sing in time from memory and with accuracy.
- Keep a steady pulse.
- Play instruments to a given stimulus.

## Computing:

### As digital pupils we will:

- Be able to use a computer safely
- Understand how the internet works and keeps us safe

# The Great Fire of London

Autumn 1 2023  
National  
Curriculum  
lead subject: History

## New knowledge we will acquire:

- Houses were tall and built of wood and straw. The houses were close together and streets were narrow.
- The Great Fire of London started on 2<sup>nd</sup> September in a bakery on Pudding Lane in London.
- The fire spread quickly because it had been dry and hadn't rained for 10 months. The wind was blowing so the buildings caught fire quickly.
- Samuel Pepys wrote a diary which tells us what happened in the Great Fire of London.
- People used bucket chains to put out the fire using water from the Thames.
- People pulled down the houses to stop the fire spreading
- Fire service was introduced. At first, only people who had paid would get their fire put out. Now the fire service will put out any fires.

## Learning activities we will complete:

- Cut out houses to make Pudding Lane along the bottom of the display board
- Act out or sequence pictures of the story of the great fire of London
- Understand how the fire spread quickly
- write a diary entry for the day of the fire
- Learn who Samuel Pepys is
- Learn the difference between fire services now and then

## Key vocabulary will use:

**Developing a sense of chronology.**

After, before, new, old, now, older, past, present, then, younger, year, years ago

## Study related

London, River, Thames, Pudding Lane, fire, Bakery, Thomas, Farriner, Samuel, Pepys, Diary, Drought, water, squirts, London Bridge, St. Paul's Cathedral, Fire service, King Charles II

## Visits/visitors:

### Visit a Fire Station

## Helpful websites:

<https://www.youtube.com/watch?v=SPY-hr-8-M0>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h>