

## Functional Skills

**Key Text:** *3 little pigs, Samuel Pepys diary, Charlie and Lola go to London, Katie in London*

**Supplementary texts:** *How fire was made (native American story), How the rabbit stole the fire.*

### Reading:

- Shared reading including sensory stories, Guided reading and 1:1 reading (using ipads, IWB as well as printed books)
- Visits to the school Library.
- Read a variety of, non-fiction, recounts and diary entries linked to London and the great fire.
- Reading Ingredients, instructions and recipes during cooking sessions
- Daily phonics (Jolly Phonics), weekly differentiated phonics sessions.

### Writing:

- Writing diary entries using alternative pencils.
- Writing recounts of their own trips or a significant event.
- Descriptions of fire/Tudor London.
- Labelling historical pictures/maps.
- Writing/ typing name, sentence building and writing using colourful semantics/alternative pencils

### Maths:

- Number and place value- numbers songs and rhymes linked to the 'Great Fire of London' theme, Counting boats in the river, flames, houses in the street. Odd and even numbers (looking at house numbers)
- Number – Multiplication and division(Counting in twos, 5's, 10's, Sharing plates of cheese/bread, Sharing people to boats)
- Shape: Creating shape pictures, looking for 2D and 3D shapes on houses.
- Fractions: Fractions of foods/houses burnt/types of houses on streets.



### Communication:

- Ongoing Speaking & Listening skills developed through all areas of the curriculum and through SALT programmes
- Song and action rhymes linked to topics.
- Learning new vocabulary and key topic words.
- Responding to routines in class.
- Asking questions about new topic.
- Choice making between objects and areas.
- Play opportunities using outside areas.
- Intensive interaction .
- TAC PAC
- Shared exploration including bucket time

## Long, long ago: The Great Fire of London Easter Spring 18



### Understanding of the word:

#### Science:

##### Materials

- Exploring how things change then they are hot/cold including melting and evaporating including the temperature at which happens.
- Burning materials – looking at changes including reversible and irreversible.
- Insulators, which material keeps things warmest.
- Describing materials and their properties including strength, flexibility, waterproof,
- Which material is the strongest to build with?
- Naming different materials and distinguishing between the material and the object.
- Looking at the difference between solid, liquids and gases.

##### Rocks

- Looking at how fossils are formed in rocks
- Observing rocks closely and grouping them according to properties.
- Looking at how soil is formed as part of broken up rocks and other organic matter.

##### Seasonal Changes:

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

##### Outdoor learning:

- Burying a time capsule.
- Cooking outside in the fire pit.
- Looking at soil and rocks in our local environment.

##### R.E:

- Easter
- Lent / strove Tuesday
- St David's Day
- St Patricks Day
- Valentine's Day

##### Geography:

- Street view of home
- Looking at Maps both historical and modern and making comparisons.
- Naming other UK Cities and places in London.

##### History:

- Research and learning about the Great Fire.
- How did the Great Fire change the future?
- Looking at artefacts from the past and comparing them with modern.



### Creativity:

#### Art:

**Key technique/Artist: Sir Christopher Wren**

- To use a range of materials creatively to design and make products (Making houses using junk modelling, clay, playdough, straw e.c.t, candle making, metal shaping)
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- (creating houses, metal shaping)
- To compare different techniques and artists (Compare houses built before the fire to after. What did Sir Christopher Wren change?)

#### Cooking & Nutrition:

- Tudor Recipes: Bread making
- Cheese related food
- Easter : hot cross buns, chocolate eggs.



### Personal, Social and emotional development:

- Explore a healthy lifestyle including physical, mental and emotional well being. And encouraging to make these choices where appropriate,
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss (linked into Sex and relationships) How to respond in an emergency – fire, police, ambulance.
- To identify different influences on health and wellbeing including the environment around us.