



As writers we will:

- ~Write diary entries as different people based on The Great Fire of London.
- ~Write a description of a fire and London in 1666.
- ~Produce a non-chronological report on London.
- ~Instruct on how to bake bread

Penguins - Autumn 1 Term Context for Learning - The Great Fire of London

As historians we will:

- ~Find out when and how The Great Fire of London started and why it spread so quickly.
- ~ Explain the role Samuel Pepys had during the Great Fire.
- ~ Explore the roles people had during the time of The Great Fire.
- ~Discover how The Great Fire changed housing in London and the fire brigade.
- ~Sequence particular events and use a time line to order them.
- ~ Find out how The Great Fire is remembered in London today.

This will link to our **British Values** work looking at the importance of London and its buildings linked to The Rule of Law.



As geographers we will:

- ~ Discover which extreme weather conditions can take place in the different seasons eg summer—drought
- ~ Locate London and explain its importance to Britain.

As artists we will:

- ~Research the artist **M.C.Escher**
- ~Develop the skill of creating patterns through drawing.
- ~Replicate these patterns in clay using a range of tools.
- ~ Develop a range of techniques to use chalk and use them to create a skyline picture of the Great Fire at night.



How did the Great Fire change London?

As designers we will:

- ~Design and make our own model house.
- ~Explore how to join materials to make a secure structure.
- ~Discover which materials are best for attaching materials
- ~Evaluate the structures and suggest how they can be improved.
- ~ Explain how to stay safe when using tools.

As musicians we will:

- ~Carefully choose and order sounds to achieve an effect or image.
- ~Create short rhythmic phrases and melodic patterns.
- ~Use changes in pitch to express an idea.

As mathematicians we will:

- ~Look at the place value of numbers to 100
- ~Identify, represent and estimate numbers using different representations
- ~ Partition numbers into 10s and 1s in a systematic way.
- ~Recall and use addition and subtraction facts to 20 fluently, and use related facts up to 100 to solve problems
- ~Recognise and use the inverse relationship between addition and subtraction
- ~ Use the expanded column method to add and subtract 2 two digit numbers including bridging 10
- ~Compare and contrast numbers to 100 using mathematical symbols
- ~ Develop our understanding of money
- ~ Explore how the same amount in money can be made using different coins
- ~ Solve money problems using addition and subtraction
- ~ Explain our answers

As scientists we will:

(Grouping and changing materials)

- ~Understand that objects are made from a variety of materials.
- ~Sort materials into groups by their characteristics and properties.
- ~Relate the uses of some materials to their properties.
- ~Recognise that some materials are natural and some are man-made.
- ~Explore how some materials change when heated.
- ~ Research Robert Dunlop and explore how his discoveries made products we use today.



In computing we will:

- ~ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- ~Create and debug simple programs.
- ~ Use logical reasoning to predict the behaviour of simple programs.

Role Play area Our very own bakery



Hook for Learning

A visit from some real-life superheroes - fire fighters!

As citizens we will:

- ~Learn about the values respect, responsibility and resilience.
- ~Discuss why rules are important
- ~Generate a set of class rules for us all to follow
- ~Explore all the school rules and understand how they keep us safe and everyone is treated fairly.
- ~Explore the importance of London and why Parliament sits here.
- ~Discover what Parliament is and what a democracy is.
- ~Understand who the Prime Minister is and what their role is. This is linked to our **British Values** work and the Rule of Law.



In PE we will: (Swimming and multi-skills)

- ~ Develop stroke techniques when swimming on front and back
- ~ Develop breathing techniques.
- ~Develop movement and spatial awareness.
- ~ Develop confidence to travel with equipment.
- ~Improve the way we coordinate and control our bodies and a range of equipment.
- ~ Develop sending and receiving skill through rolling, kicking, throwing and catching.
- ~Develop aiming and striking.



In RE we will:

- ~Understand that the Bible is a special book and is made up of many different types of books.
- ~Recognise that Christians read Bible stories and try to live by its teachings.
- ~Learn about a story from the early life of Jesus.
- ~Recognise that Christians believe Jesus is an important person to follow.
- ~Understand how different cultures tell the Christmas story and link it to The British value of mutual respect, tolerance for difference faith and beliefs.

