



## Year 1 and 2 Medium Term Plan – Great Fire of London



<b>Term</b>	Spring 2023		
<b>Key text</b>	Vlad and the Great Fire of London – diaries (3 weeks) Recounts (2 weeks) Little Red Hen – narrative (3 weeks) Instructions – Linked to DT (2 weeks)		
<b>Key Vocabulary</b>	Sources History Compare Cause Recount		
<b>Ongoing objectives through this topic</b>	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
WALT: To develop an awareness of the past.	History	Place known events and objects in chronological order.  Sequence events and recount changes within living memory. Show an awareness of the past, using common words and phrases relating to the passing of time.  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  Use a wide vocabulary of everyday historical terms.	The children will be able to compare what London was like in the past in comparison to what it is like today.

<p>WALT: To identify differences and similarities between ways of life in different periods.</p>	<p>History</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Use common words and phrases relating to the passing of time</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>The children will be able to explain how people's lives now is different to how people lived in 1666</p>
<p>WALT: TO order an event.</p>	<p>History</p>	<p>Understand key features of events.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Sequence events and recount changes beyond living memory.</p>	<p>The children will be able to order the events of the Great Fire of London.</p> <p>The children will be able to create their own timelines.</p>
<p>WALT: To understand some of the ways in which we find out about the past.</p>	<p>History</p>	<p>Speak about how he/she has found out about the past.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts</p>	<p>The children will be able to explain how we know about the Great Fire of London</p>
<p>WALT: To understand some of the ways in which we find out about the past.</p>	<p>History</p>	<p>Speak about how he/she has found out about the past.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>The children will be able to explain how we know about the Great Fire of London</p>

		<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts</p>	
WALT: To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	History	<p>Record what he/she has learned by drawing and writing.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p>	<p>To explain how London changed after the Great Fire</p> <p>To explain how fire engines have developed since the Great Fire.</p>
WALT: To understand key features of events.	History	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	To describe London before, during and after the Great Fire
WALT: Discuss the work of artists	Art	<p>Cut, glue and trim material to make textured collages.</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>	The children will discuss the work of Rita Greer
WALT: Make a collage using textured materials	Art	<p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>	The children will create a background for their silhouette
WALT: Use a range of tools to cut with precision	Art	<p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>	The children will make a measured-out silhouette of a London sky line.
WALT: Research existing products	DT	<p>Use simple tools with help to prepare food safely.</p> <p>Use a wider range of cookery techniques to prepare food safely.</p> <p>Understand where food has come from</p>	<p>The children will explore different bread products that are already available including toppings.</p> <p>They will use this to inform their planning for making their own breads.</p>

WALT: Use tools and cookery techniques to prepare food	DT	Ask simple questions about existing products and those that he/she has made.	The children will experience weighing, forming dough and baking their own bread in small groups.
WALT: Evaluate our products	DT	Understand that all food has to be farmed, grown or caught.	The children will taste their own breads and evaluate the success of their products.
<b>Discrete Teaching</b>			
<b>Lesson WALT</b>	<b>Subject covered Science / PSHE</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
WALT: Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.  Investigate Group and sort	Science/Forest School	<ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Working Scientifically Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>- Observe and describe how seeds and bulbs grow into mature plants.</li> <li>- Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.</li> <li>- Perform simple comparative test. Identify, group and classify.</li> </ul>	- The children will be able to identify which trees have lost their leaves in the winter.
WALT: Identify and describe the basic structure of a variety of common flowering plants  Investigate Group and sort			- The children will be able to name parts of a plant including stem, petal and leaves. They will be able to describe the function of these parts
WALT: Identify and describe the basic structure of trees.  Investigate Group and sort			- The children will be able to describe parts of a tree including leaves, bark and roots. They will compare a tree to a flower and describe the function of each part
WALT: Describe how plants need water, light and a suitable temperature to grow and stay healthy  WALT: Design a comparative test			- The children will complete a whole class investigation to establish that plants need water, light and a stable temperature to grow.
			ICT

WALT: Create an image using shapes on word	ICT	Use technology purposefully to create digital content.	The children will create an image of a house from the Great Fire of London using word.
WALT: Create an image of the Great Fire of London using paint		Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	They will be able to fill the shape with colour, move the shape and rotate the shape.
WALT: Compare the images we have created.		Use technology purposefully to create digital content comparing the benefits of different programs.	They will be able to save their work in the correct place.
WALT: Technology at home.	ICT	Recognise common uses of information technology in the home and school environment.	The children will recognise uses of technology at home.
WALT: Technology at school.		Recognise common uses of information technology beyond school.	The children will recognise uses of technology at school.
WALT: Technology in the world around us.			The children will recognise uses of technology beyond the school environment.
RE			
WALT: Set aspirations for the New Year	RE – Gudwara	Places of worship – Gudwara	The children can say what they would like to achieve in the new year
WALT: Discuss the festival Chinese New Year		Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	The children can retell the story of the Chinese zodiac
WALT: Describe what Gudwaras look like around the world			The children make similarities between Gudwaras from around the world.
WALT: describe special objects found in a Gudwara			The children can draw pictures of special objects
			The children can say why Gudwaras are special to believe who are Sikh

WALT: Describe why Gudwaras are a special place			The children recognise the importance of rules in the Gudwara
WALT: understand how to behave in a Gudwara			The children can apply their knowledge to a visit to a Gudwara in our area.
WALT: Apply our knowledge during a visit to a Gudwara			
	Music		
WALT: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Music	<ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>- I can walk, move and clap a steady beat.</li> <li>- I can change speed as the tempo music changes.</li> </ul>
WALT: Understand that the speed of the beat can change, creating a faster or slower pace (tempo).			<ul style="list-style-type: none"> <li>- I know that the speed of the beat can change, faster or slower.</li> <li>- I know what tempo means.</li> </ul>
WALT: Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.) to maintain a steady beat.			<ul style="list-style-type: none"> <li>- I can use body percussion and classroom percussion to maintain a steady beat.</li> </ul>
WALT: know what rhythm is			<ul style="list-style-type: none"> <li>- I know what rhythm is</li> </ul>
WALT: play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.			<ul style="list-style-type: none"> <li>- I can play repeated rhythm patterns and short pitched patterns on tuned instruments to maintain a steady beat.</li> </ul>
WALT: Play copycat rhythms.			<ul style="list-style-type: none"> <li>- I can play copycat rhythms.</li> <li>- I can copy a leader</li> <li>- I can invent rhythms for others to copy.</li> </ul>
WALT: Perform short repeating rhythm patterns.			<ul style="list-style-type: none"> <li>- I can perform short repeating rhythm patterns.</li> <li>- I know what ostinati means.</li> </ul>
<b>Year 1 – Britain?</b>	PSHE		

WALT: understand that children belong to a school community.		<p>Give some examples of rules in school or at home and say why they are important.</p> <p>Say some ways to care for the plants, animals and people around us and why this is important.</p> <p>Identify some similarities and differences between people in their school and community.</p> <p>Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups.</p> <p>Recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.</p>	- I can describe ways that I can help my school community.
WALT: discuss local community and identify ways to help within their community.			- I can describe ways that I can be a good neighbour.
WALT: describe ways in which to positively impact an environment.			- I can identify things that help and harm my neighbourhood.
WALT: identify Britain on a map and reflect on what life is like in Britain.			- I can describe what it is like to live in Britain.
WALT: reflect on British people and the importance of respect towards others.			- I can explore how people living in Britain can be different and how they are the same.
WALT: make reflections on what it means to be British (British values and cultural capital).			- I can share my ideas about being British and living in Britain
<b>Year 2 – Safety First</b>			<b>Year 2 - VIPS</b>
WALT: explain how to keep safe	PSHE	<p>Suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health, including at home, online, when travelling, and in the sun</p> <p>Say how to get help in emergency situations and follow instructions to keep safe</p> <p>List some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help</p>	- The children can explain how to stay safe and who can help if they feel unsafe.
WALT: Explain how to stay safe at home			- The children can describe how to stay safe at home
WALT: Stay safe when outside			- The children can describe how to stay safe when outside
WALT: Explain how to keep ourselves safe on the internet.			<ul style="list-style-type: none"> <li>- The children can explain what they need to do in order to stay safe online</li> <li>- They can say what to do if something makes them feel uncomfortable.</li> </ul>
WALT: Understand personal privacy			The children can understand that their body belongs to them.

			<p>The know how to keep their body safe and private. They know who to talk to if they feel uncomfortable</p>
WALT: explain who to go to for help			<ul style="list-style-type: none"> <li>- The children can describe who to talk to if they need help.</li> <li>- They will create their own personal responses</li> </ul>
<b>Year 2 – Respecting rights</b>			-
WALT: Understand what rights are	PSHE	<p>Say how they are the same and different to other people, and how to treat themselves and other people with respect</p> <p>Say when it is important to ask for permission and how to ask for, give, or not give permission</p> <p>Identify some similarities and differences between people in their school and community</p>	- The children can talk about what rights are and identify rights that all people share.
WALT: Understand who protects our rights			- The children can explain who helps protect our rights.
WALT: Show respect for people’s rights			- The children can show respect for the rights of others and understand why this is important.
WALT: show respect for the differences between people			- The children can show respect for the differences between people.
WALT: Understand why it is important to be fair			- The children can understand why it is important to be fair
	PE		
WALT: Travel continuously from high to low, to high.	Gymnastics	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Children will Be able to move from high to low showing smooth transition.
WALT: Combine travelling and balancing actions and comment on another person’s work.			Children will Be able to describe the levels and actions of other’s performances.
WALT: Combine actions to make a sequence.			Children will Create moves in a sequence that can be performed alone and leading/following a partner.



WALT: Travel using different body parts.			Children will Be able to travel putting body parts far away and close together on the apparatus.
WALT: Travel on various pathways including straight, zigzag and curved.			Children will Show creativity by using different pathways.
WALT: Link movements as a pair to form a sequence.			Children will Work as a team to link movements.
WALT: Link travelling to jumping.			Children will Be able to jump in a variety of ways landing safely.
	Forest School		
WALT: observe seasonal changes in nature	Science	Observe seasonal changes over time.	- The children will observe and discuss what seasonal changes have occurred at forest school.
WALT: Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	Science/Forest School	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	- The children will be able to identify which trees have lost their leaves in the winter.
WALT: Make marks in print using found objects and create repeating patterns.	Art	Make marks in print using found objects and create repeating patterns.	- The children will use natural materials to create repeating patterns.
WALT: Use techniques such as print and rubbings		Use techniques such as print and rubbings.	- The children will take prints and rubbings of natural materials found at forest school.

WALT: create our own artwork using natural materials		Use natural materials (e.g. sticks / leaves) to make own stick people and animals. Based on 'The Stick Man' by Julia Donaldson.	The children will create their own stick art work pieces using natural materials.
WALT: explore 2D and 3D shapes at forest school	Maths	Recognise and name 2D and 3D shapes.	The children will retrieve their prior learning on shape and apply this to create animals at forest school
WALT: use symmetry to create leaf butterflies		Lines of symmetry.	<ul style="list-style-type: none"> <li>- The children will use their prior learning of symmetry to create leaf wing butterflies.</li> </ul> Carefully select materials to use for their final piece.