

**Year 1**

**Summer 2**

**London’s Burning**

To enrich our learning we will:

* WOW entry day: Visit to local fire station
* Celebration point: Recreating the Great Fire of London

For our final half term of the year, we will be looking at, and ordering, the events that led up to the Great Fire of London. We will look at the first hand experiences of Samuel Pepys. We will explore our capital and locate it on a map. Also, we will look at famous London landmarks and learn about their history and interesting facts.

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| **English** | **Mathematics** | **Humanities** | | **Science** |
| **Key text:**  Beegu – Alexis Deacon  **Written outcomes:**   * Character Description * Guide to earth (leaflet) * Explanation linked to space | * Multiplication * Division * Halves and quarters * Position and direction * Numbers to 100 * Time * Money | * Placing the Great Fire of London on a timeline and exploring ways in which London was different in 1666. * Exploring the events of the Great Fire and Samuel Pepys’ experiences. * Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn’t happen again. * Considering how we know about the Great Fire, looking at sources including Pepys’ diary, pictures, reports and artefacts. * Recalling key facts and events from the Great Fire and expressing understanding in a variety of ways. | * Locating London on a world map and a map of the UK, and starting to think about London’s features. * Learning some facts and history about some of London’s most famous landmarks. * Using directional language to navigate between London landmarks on a map, including using compass directions. * Using geographical clues to see if they think a photo shows London or not, then exploring some of London’s key geographical features. * Identifying the four seasons and considering what London is like in each season. | **Identifying Materials**   * Identify and name common types of materials including wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics, rock and some liquids and powdered solids. * Label, collect and group together objects made from the same material. They will state that different objects can be manufactured from the same materials. They will say why some materials are unsuitable for some objects. * Test the properties of different liquids. * Investigate which materials are good to wrap and protect a hollow chocolate object being sent through the post. |
| **SMSC** | **Physical Education** |
| * Democracy – debate – when should we contact the emergency services? * Rule of Law – fire safety * Respect – respecting property/respecting the emergency services * Moral – keeping ourselves safe at home * Social – anti-social behaviour * Cultural – how fires are used around the world | * Striking and fielding |
| **Arts/Technologies** |
| * DT: Making fire engines * Art: Sparks and flames * Music: Reflect, Rewind and Replay * Computing: Drawing Maths |