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| <b>Term:</b>                                 | <b>Autumn Term 1</b>  |   |  |
| <b>Topic title</b>                           | <b>London's Burning</b>   |   |  |
| <b>Key Questions</b>                         | <p><b>Past:</b> What happened during the Great Fire of London?<br/> <b>Present:</b> How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)<br/> <b>Future:</b> How can we prevent fires from happening? How will the fire service develop? (Technological advancement, Forest fires etc)</p>  |   |  |
| <b>Avenues for exploration</b>               | <ul style="list-style-type: none"> <li>How can technology help to keep us safe from fire?</li> <li>Are some breads healthier than others?</li> <li>Effective house design and community planning</li> </ul>   | <b>Charity Link</b>                         | The Fire Fighters Charity  |
| <b>Global themes covered</b>                 |     <p>Healthy Minds &amp; Bodies    Creativity    Technology &amp; Digital Literacy    Critical thinking &amp; Problem Solving</p> | <b>British Values</b>                       |     |
| <b>UN Global Links</b>                       |     | <b>Fossebrook Values</b>                    |    <p><b>REMEMBER</b><br/>See patterns<br/>Memory techniques<br/>Transference of learning</p> <p><b>SHOW RESPECT</b><br/>Demonstrate politeness<br/>Treat everyone with fairness<br/>Celebrate diversity</p> <p><b>BE CURIOUS</b><br/>Question<br/>Investigate<br/>Dive deeper</p>   |
| <b>Visit/ experience linked to the topic</b> | Fire Service Visit to School  | <b>Overall outcome for topic (showcase)</b> | Showcase of topic work – newspaper reports, double page spreads etc.   |
| <b>Key Text suggestions</b>                  | <ul style="list-style-type: none"> <li>Vlad and the Great Fire of London</li> <li>Samuel Pepys Diary</li> <li>All through London Poem</li> <li>The Great Fire of London (non-fiction)</li> </ul>  | <b>English/ Phonics suggestions</b>         | <p><b><u>Jane Considine - The Write Stuff</u></b></p> <p>George and the Dragon (Narrative)</p> <p><b><u>Grammar</u></b></p> <p>Capital letters, full stops, question marks, sentences: statement, question, exclamation &amp; command, past and present tense, exclamation marks, verbs, expanded noun phrases, subordinations: when, if, that, because, co-ordinations: or, and but, suffix: -er, -ness, compounding root words.</p> <p><b><u>Jane Considine - The Write Stuff</u></b></p> <p>If I were in Charge of the World (Poem)</p> <p><b><u>Grammar:</u></b></p> <p>Commas in a list</p> |
| <b>Maths</b>                                 | <p>Number-Place Value</p> <p>Number-Addition and Subtraction</p>  | <b>Science</b>                              |  |

|                  |  |                          |  |
|------------------|--|--------------------------|--|
| <b>Geography</b> |  | <b>History</b>           | The Great Fire of London<br>The Fire Service Then and Now<br>Historical Figures – Samuel Pepys |
| <b>Art</b>       | <p>Clay House Tile</p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>  | <b>Design Technology</b> |  |
| <b>Computing</b> | <p>Teach Computing:</p> <p>Unit 1 – Computing Systems and Networks – Information Technology around us</p>  | <b>Online Safety</b>     | Project Evolve:<br>Managing Online Information   |
| <b>Music</b>     | <p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>• Hands, Feet, Heart</li> <li>• Unit specific focus: Music from South Africa, Freedom songs</li> </ul>   | <b>MFL</b>               |  |
| <b>PSHE</b>      | <p><b>Kapow: Family and Relationships</b></p> <p>Understand that families offer love and support and that different families may be made up of different people.</p> <p>Consider what friends may be thinking and feeling in different situations.</p> <p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p> | <b>RE</b>                |  |
| <b>PE</b>        | <p>Dance -Explorers</p> <p>Gymnastics -Linking</p>   |                          |  |