

Maths

Multiplication and Division

- Recognise and make equal groups.
- Using and understanding arrays.
- Knowing the 'x' symbol means 'groups of'
- Dividing into equal groups
- Understanding how to share equally between friends.



Geography

- Recapping where London is in the world. What continent? What country? Where in the UK?
- Map where the Great Fire of London spread across the city.
- Understand how St Paul's Cathedral changed after the great fire.
- Understand how the weather in September 1666 impacted the spread of the fire.
- Investigate where in Wokingham Tudor buildings can be found. Why are they still here? Why are there not as many now?
- Compare maps of London from 1666 and 2022 to see what changed and what stayed the same.
- Use positional language to redesign the city of London to be safer.

English

Toby and the Great Fire of London

- Explore the story of Toby and the Great Fire of London and how the events affected an individual.
- Make comparisons between different portrayals of the events of The Great Fire of London.
- Sequence events that happened on the night of the fire.
- Read Samuel Pepys diary – How is his perspective different to Toby's?
- Hotseat Samuel Pepys and Toby
- Drama – Role play the events of the fire of London
- Freeze frame – As the fire spreads – Who are you? What are you doing? Where are you going? What are you thinking/feeling?
- Write a diary entry from Toby's point of view about what happened during the fire.
- Imagery poems to describe fire.
- Advertisement for new housing after the fire – what are the new houses like?
- Newspaper report about the Great Fire of London

Grammar & punctuation

- Speech marks
- noun, adjective, verb, conjunction
- Ordinal openers (First, Next, Then)
- Formation of adjectives by adding suffixes (-ly, -less)
- Reported speech



Year 2

Fire! Fire!



Fire images

- Create fire designs out of paint and tissue paper.
- Look at features of 1666 London to draw a silhouette skyline.

Tudor houses

- Make observations of the features of Tudor houses.
- Design and make a Tudor house using the features identified.

Wheeled vehicles

- Investigate how to create a moving wheeled vehicle from a range of materials.
- Compare the use of free and fixed axles in a vehicle.
- Build a wheeled fire engine and evaluate what went well and what could be improved next time.

Science

Science – Everyday materials

- Assessing the suitability of materials based on their properties – knowing why some buildings were more or less safe than others in 1666.
- Understanding the term 'flammable' and comparing how some materials burn.
- Explore properties needed to insulate.
- Find out how mixing materials together can strengthen a final product.
- Learn about important scientists who invented suitable materials.
- **Scientific thinking: To ask relevant questions, make logical predictions and carry out fair tests.**



Art and DT

History

- Know how the Great Fire of London started and what happened during the fire.
- Understand why the fire spread so easily.
- Explore what information and clues can be found out from different historical sources.
- Evaluate the effectiveness of a variety of sources.
- Discuss how the Great Fire of London led to improved firefighting and safer cities.
- Design a new plan for the city of London based on making buildings safer and ensuring fires wouldn't spread as easily.

Music

Musical Me

- Sing the song 'Once a Man Fell in a Well' and play it using tuned percussion.
- Add sound effects and experiment with timbre and dynamics.
- Begin to use letter notation to write a melody.
- Sing 'London's burning' in canon.



RE

Islam – commitment.

- Exploring what commitment is and what commitments we are all part of.
- Thinking about how Muslims show their commitment to Allah.

Islam – praying

- Understanding when and where Muslims pray.
- Discussing how praying at regular intervals every day helps a Muslim in their everyday life.



PSHE

Learn about fire safety and what to do in an emergency
Dreams and goals – steps to success

- Explore what success is and understand it may look different for different people.
- Recognise that goals need small steps to be successful.
- Think about how we can be cooperative when working with others to achieve.
- Fire Safety

Computing

- E-Safety – safe searching, safe communication online.
- Understand the function of emails.
- Know how to think critically about whether an email is true or untrue.
- Explain what a digital footprint is and why it is important not to share certain information.