## **The Federation of the Church Schools of Shalfleet and Yarmouth**

Medium Term Plan: Fabulous Fashion Class: Sky Term: Autumn 2 - 2019

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| **Title:**Fire, Fire  | **Timescale:**6 weeks |
| **Rationale (including hook and big questions):****This half term we will be learning about the Great Fire of London. We will look at how the Great Fire of London was started and who caused it. The children will investigate how London was rebuilt and how it has changed. This topic links an important event beyond living memory in British history, ‘The Great Fire of London’, with a famous person ‘Samuel Pepys’. Children will develop their sense of chronology and consider why the Great Fire happened and its result. The children will also create an interactive book about the Great Fire of London along with a scene showing the devastation. The children will investigate ‘the big questions’ below as well as find out how many people survived, why did Samuel Pepys bury something in his garden and what did he bury.** The children will have the opportunity to discover the answer to our questions:* **How did the fire start?**
* **Who started the fire and why?**
* **How has London changed?**
* **How was London rebuilt?**
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| **Focus Curriculum Principle:**Broad, relevant and balanced - Local, Mainland, GlobalPromotes independence and curiosityValuing all children, learning is accessible to all |
| **Main Subjects Covered:**History - Investigate key historical events (Great Fire of London) andsignificant historical figures (Samual Pepys)Geography – Locate famous structures | **PSHE/SMSC:**Health and safety |
| **Maths:**Number: Addition and subtractionMeasurement: MoneyNumber: Multiplication and division  | **English:**PostcardLetterNon-chronological report  |
| **Science:**Growing Plants (water, light & warmth) | **R.E.**Light as a symbolAdvent and Hanukkah |
| **Global/Cultural Link:**Investigate and locate famous structures. Learn about the past. | **Trips/Events/Visitors/Risk Day:**Visit from the fire safety officer |
| **Optional Home Task:**Design a model of a house on fire.  | **Homework:**Monday – LiteracyWednesday – SpellingsFriday – NumeracyEach piece of homework needs to be returned the following week.  |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Science | Look closely at plants and trees and record what they see | Plant a seed and suggest how to care for a plant | Explain what plants need to growMeasure the growth of plants | Understand different plants have different needs | Look at how different plants growCompare with a peers plant |  |
| History | Investigate key historical events (Great Fire of London) |  | Significant historical figure (Samual Pepys) |  |  |  |
| Geography |  | Find London on a map |  | Locate famous structures | Use aerial images to view London |  |
| Art | Sketching techniques (Samual Pepys) | Sketching techniques (Samual Pepys) | Develop techniques of colour, patterns, texture, line, shape, form & space | Develop techniques of colour, patterns, texture, line, shape, form & space |  |  |
| Design and Technology |  |  |  |  | Bread making TBC | Bread making TBC |
| Music | Learn songs about fires. | Learn songs about fires. | Learn songs about fires. | Learn songs about fires. | Learn songs about fires. | Learn songs about fires. |
| Computing | Staying Safe Online | Staying Safe Online | PowerPoint | PowerPoint | Photo editing | Photo editing |
| PE | Team building skills | Team building skills | Team building skills | Team building skills | Team building skills | Team building skills |
| RE |  |  |  |  |  | Light as a symbolAdvent and Hanukkah |
| SMSC/PSHE | Health and safetyKeeping healthy - food | Health and safetyKeeping healthy - exercise | Health and safetyKeeping safe | Health and safetyKeeping safe | Health and safetyKeeping safe | Health and safetyKeeping safe |