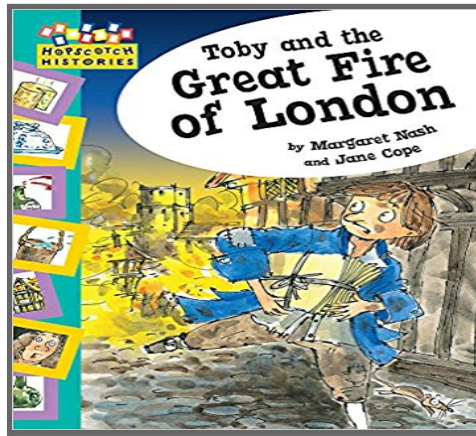


# Fire, Fire!



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 2	Fire, Fire!	Toby and the Great Fire of London	History	Keeping safe inside and outside, fire safety and road safety

## History and Geography objectives coverage

### History

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
What was life like during the Great Fire of London?	<p>Who did these objects belong to?</p> <p>How did the Great Fire of London start?</p> <p>How did the Great Fire of London end?</p> <p>Why is the Great Fire of London so famous?</p> <p>How have fire engines changed through time?</p> <p>How has fire equipment changed through time?</p> <p>Who is Samuel Pepys?</p>	<p>To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>To <b>speculate</b> who may have owned these historical artefacts.</p> <p>To <b>recognise</b> what life was like during the Great Fire of London.</p> <p>To <b>identify</b> who Samuel Pepys was and his role during the Great Fire of London.</p> <p>To be able to <b>compare and contrast</b> fire engines from the past and present.</p> <p>To be able to <b>compare and contrast</b> fire equipment from the past and present.</p> <p>To be able to <b>sequence</b> fire engines through time.</p>

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
What was life like during the Great Fire of London?	<p>What are the key features of a city/town/village?</p> <p>What human and physical features can be seen in an aerial photograph?</p> <p>How do we use a key to identify different symbols on a map?</p>	<p>To use basic geographical vocabulary to refer to: key human features, including: <b>city, town, village</b>, factory, farm, house, office, port, harbour and shop</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>To be able to <b>compare and contrast</b> different human features in a city/town/village.</p> <p>To be able to <b>observe</b> human and physical features in an aerial photograph.</p> <p>To <b>recognise</b> symbols on a map and use them in a key.</p>

## English coverage

<u>Text types</u>	<u>Key skills</u>
Fiction - Beating the monster story - Openings and endings	To write a simple sentence with correct punctuation. To join/ extend ideas using conjunctions (and, but, because) To make writing more interesting by using descriptive language (similes) To create an image in the reader's head by using prepositions to add detail. To learn about different sentence types (statement, question, command, exclamation).
Non - Fiction - Recount in the form of a diary	To write simple sentences with correct punctuation. To join/ extend ideas using conjunctions (and, but, because) To make writing more interesting by using descriptive language (expanded noun phrases) To revisit and apply different sentence types (statement, question, command, exclamation). To learn what an adverb is and how it adds extra information to the verb. To write in the correct tense and ensure writing makes sense.

## Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"><li>- asking simple questions and recognising that they can be answered in different ways</li><li>- observing closely, using simple equipment</li><li>- performing simple tests</li><li>- identifying and classifying</li><li>- using their observations and ideas to suggest answers to questions</li><li>- gathering and recording data to help in answering questions</li></ul>

## PSHE coverage

<u>Topic</u>	<u>Objectives</u>
<u>Keeping safe and managing risk</u>	<ul style="list-style-type: none"><li>- To learn about keeping safe in the home, including fire safety</li><li>- To learn about keeping safe outside</li><li>- To learn about road safety</li><li>- Assessment lesson</li></ul>

## Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. Design purposeful, functional, appealing products for themselves and other users based on design criteria	Cooking - linked to christmas presents. Link to RE and Geography - food eaten at different celebrations around the world.  Healthy eating and balanced meals.
RE	To be able to reflect on the Christmas story and the reasons for Jesus' birth.	Have an understanding of how they show love and kindness for the world and for others - linking to the birth of Jesus. Learning and acting out the Christmas story. Looking at and comparing advent calendars and how different people celebrate Christmas.
Computing	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. To recognise common uses of information technology beyond school.	Looking at computer games, predicting outcomes, testing predictions, evaluating computer games.  Online safety

	To use technology safely and respectfully, keeping personal information private.	
PE	<p>To use a range of jumping techniques.</p> <p>To develop the lunge into a piece of continuous movement; lunge into a jump or run.</p> <p>To perform fundamental locomotor skills to music, developing rhythm and timing of movements.</p> <p>To travel using symmetrical moves and to link these to a variety of symmetrical body shapes.</p> <p>To travel using asymmetrical actions and to link these to a variety of asymmetrical body shapes.</p> <p>To catch objects of various objects and shapes from a variety of directions and to move body accordingly to facilitate catch.</p>	<p>Throwing and catching</p> <p>Developing sequences</p> <p>Moving rhythmically to music</p> <p>Experimenting with different body shapes.</p>
Music	To experiment with sound	Using voices and instruments to explore firework sounds