

Science Discussion of the materials used to make houses in 1666 and why this meant the fire spread so quickly. Discussion of why when London was redesigned it was redesigned using different materials. Discussion of the effect of heat and how fire changes materials, begin to understand the concept of irreversible changes.	Geography Locate on a map where the fire started. Recognise where in the world London is and where it is the capital city of. Draw a map of where the fire spread. History Read and understand what Samuel Pepys' diary tell us about the past Recognise why we remember The Great Fire of London Describe what London was like in 1666 Ask and answer historical questions Recognise where the fire started? Describe how the fire changed London. Recognise how they put out the fire?	Writing Letter writing from Alice to her mum Setting description (what was London like in 1666?) Newspaper report about The Great Fire of London Character profile of the Big Bad Wolf Diary writing - The Tiger who Came to Tea and creating an imitation e.g. the Octopus who Came to Gateway Instruction writing - how to make a vehicle Core texts/authors Non-fiction texts linked to the Great Fire of London, Alice in Wonderland by Lewis Carroll, Little Red Riding Hood, The Wolf's Story by Toby Forward, The Tiger Who Came to Tea by Judith Kerr
Computing IT Introduction to word processing. Open, close and save word. Type simple sentences with capital letters and full stops. Change the font size, colour and style. Online safety focus: Use keywords to make safe searches online. Additional online safety work to be completed linked to SID theme	Kingfishers Term: 3 Topic title: London through time 	Maths Revisit and extend knowledge of place value to partition numbers in a variety of ways. Addition and subtraction strategies to add and subtract two digit and two digit numbers involving crossing the tens boundary. Measures - money, revisiting coins and making amounts in different ways Measures - read scales to measure weight and mass.
SMSC Jigsaw - Dreams and Goals Achieving realistic goals, perseverance, learning strengths, learning with others, group co-operation, contributing to and sharing success RE Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Dance/Drama/Music/PE: Music Zoo time music unit continuing to focus on a range of music appreciation, singing with actions and using a range of percussion instruments. Gym and games units to be completed in PE	Home Learning opportunities At home children can: - Research The Great Fire of London and create poster, information, leaflet or PowerPoint showing what they have found out - Create a picture of the Great Fire of London using a range of media
Art: Collage using warm colours of tissue paper to create a silhouette picture of the Great Fire of London containing a cityscape Using line to design and make a Tudor house Portrait of Samuel Pepys using drawing pencils focussing on shape and shading.	DT: Design and make a fire engine, use a range of tools to safely measure and cut axles. Evaluate the vehicle and suggest how to improve it further.	Offsite visits/visitors Freshwater Theatre Show Great Fire of London Visit

