

**Mathematics**  
Place Value  
Addition and Subtraction  
Statistics  
Fractions  
Multiplication and Division  
Measurement: length  
Time

**Trips:**  
**Visitor:** London Fire Brigade  
**Visitor:** African Drumming and dance workshop  
**Visit:** Church  
**Visit:** London Eye

**English:**  
  
Flat Stanley – Jeff Brown  
Grace and Family – Mary Hoffman  
Horrid Henry – Francesca Simon

**Science**  
**Materials**  
Identify and discuss uses of a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Distinguish between an object and the materials from which it is made. Become familiar with how some materials are used for more than one thing or different materials can be used for the same thing. Find out about the effects of squashing, bending, twisting, and stretching on materials. Find out about people who have developed new and useful materials such as John Dunlop, Charles Macintosh, John Mc Adam.  
**Agriculture**  
Why is it important to recycle food waste? What is compost? Identify biodegradable food sources and materials. Collect fruit and vegetable waste in a composter and a wormery. Make annotated diagrams of the composting progress. Compare compost as a fertilizer to chemical fertilizers. Monitor the composting progress.

**History**  
**The Great Fire of London**  
What can we tell about the time period from pictures?  
When and where did it begin?  
Sequence the events on a timeline.  
Why is Samuel Pepys remembered?  
Why did the fire spread so far and stay alight for so long? What were the houses like?  
  
**Florence Nightingale**  
What can we tell about the time period from pictures?  
Use secondary sources to identify clues about what her life was like as a child, and what work she did.  
Recount FN's story by sequencing pictures  
How did FN make things better for nurses and soldiers in the Crimea?  
Why do we remember Florence Nightingale?

**Geography:**  
**London and Leytonstone**  
  
Use an atlas/maps /aerial photographs to locate places in the local area and London  
The local area  
Identify local landmarks and their uses  
Use locational language to place landmarks on maps  
The River Thames  
Use of grid references

**Architecture**  
Identify the style and design of homes and buildings in 1600s.  
Construct models of the houses.  
Compare street layout then and now. Why would it have been different?  
**Construction**  
Understand that sculpture is viewed from all angles  
Produce 3D representations  
Create simple sculpture using a variety of materials  
Evaluate work using appropriate vocabulary.

**Computing**  
On Word children create an information booklet - Font style, font size, font colour. Inserting pictures from clip art. Using text boxes. The internet - Search engines, favourites, bookmarks, tags.

**PSHE:**  
KCS: Rules and prohibitions  
Visitor: community Police/ Local Construction Company  
D&TE: What is a diet?  
What is good and bad for us?  
Bullying: Name calling, Racist and discriminatory remarks

**Religious Education**  
**Christianity**  
The Church  
The expected behaviour in a place of worship  
Parables  
**TRIP- WEEK 3 Visit the church**  
**Hinduism**  
Diwali  
Light – Divas  
The story of Rama and Sita  
Stories where good conquers evil

**Music**  
Identify songs that contain pitches sol and mi. Clap a rhythm while walking the pulse and improvise body percussion sounds that follow a notated rhythm of crotchets and quavers. Identify the minim pulse in music in 2/2. Sing and play loud (f) moderately loud (mf) and soft (p) sounds. Sing songs with sol and mi, indicating the pitches with hand signs. Identify the number of phrases in a song.  
**Musical – 'The Great Fire of London'**

**Art/DT/STEM**  
**Drawing – Line**  
Techniques to create tones  
Textures in made/natural objects  
Observational drawings, begin to incorporate tone and texture

**PE**  
**Games, Football**  
Listen and respond to instructions  
Work co-operatively with a partner  
Control and dribble  
Aim to hit targets  
Simple tactics  
**Apparatus**-Explore apparatus  
Travel onto apparatus  
Use apparatus to bridge balance on a bench  
Travel around apparatus  
**Dance**- to improvise and perform basic dance actions



## Subject Specific Concepts and Vocabulary

History: Great Fire of London			Geography: Waltham Forest & London		
insurance	embers	poverty	flood Plains	symbols	terraced
Carters	Gunpowder	rushlights	River Thames	flats	aerial
fire courts	Looters	cresset lamp	community	land use	detached
alderman	fire break	proclamation	local	street map	scale
ignited	privy council	hearth tax	Fleet River	grid reference	population