


TOPIC TITLE: YEAR 1/2 (Spring 2025)

<p>LONDON'S BURNING.</p> 	<p>ART: SCULPTURE AND 3D Unit. In art we will: Explore the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. Our artist study will be Antony Gormley.</p>	<p>HISTORY/GEOGRAPHY As Historians we will: Order key events on a timeline Compare different stories of the Great Fire of London. Compare London, before and after the Great Fire. Use a variety of different sources of evidence to ask and answer questions about the Great Fire of London.</p>	<p>KEY QUESTIONS Where is London? When did the Fire of London take place? What was London like in 1666? How did the fire start and why was it able to spread so quickly? How was London rebuilt? What is London like today?</p>
<p>COMPUTING: In computing we will: Learn to design and create our own pictures linking to the scenes of the Fire of London. Children will be developing their questioning skills create a database to learn about the different materials houses can be made from.</p>	<p>DT -Textiles In computing we will: Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>	<p>As Geographers we will: Use maps and globes to locate the UK in the world and we will label the countries and capital cities on a map of the UK. Use old maps of London to learn where the Great Fire started and where it spread. Use google maps to learn about famous landmarks in London.</p>	<p>ENGLISH: Read Vlad and the Great Fire of London and Toby and Great Fire of London. We will also learn about the fire by reading extracts from the Diary of Samuel Pepys. As writers we will: Use descriptive vocabulary to write fire poems. Write a dairy account of the fire. Compose a speech describing how to rebuild the city of London. Setting and character descriptions. Recount of visit to Selly Manor. · Writing in different poetic forms - calligrams, riddles, haiku and repetitive line poems based on fire.</p>
<p>PE In PE we will: Develop dynamic balance and static balance in our Real PE Unit. Develop flight and rotation in our Real Gym Unit. Develop skills in balance, agility and reactions through a range of invasion games.</p>	<p>MATHS: As mathematicians we will: Learn about multiplication and division, Place Value (year 1 only) and fractions. We will study weight, capacity and length. Order dates on a timeline. Take accurate measurements and read from scales.</p>	<p>MUSIC: As musicians we will: Explore pitch by learning how to identify high and low notes and to compose a simple tune to represent a superhero. The children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p>SCIENCE: As scientists we will be investigating materials. Distinguish between an object and the material from which it is made Identify and name 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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>RE In our RE we will: Complete the CWAS Unit K1.2 and explore 'Where do people turn for guidance in life?' UC Unit 1.2 learn about who people believe made the world?</p>	<p>PSHE/ SMSC/ BRITISH VALUES (Dreams and Goals) The children will explore how to achieve goals and understanding the emotions that go with this. (Healthy Me) The children will learn the importance of being and keeping safe and healthy.</p>	<p>VISITS & EXPERIENCES Selly Manor – Great Fire of London experience day.</p>	