

**English**  
Fiction Stories with Familiar Settings.  
**Outcome Innovated short story based on text.**  
Non-fiction The Great Fire of London  
**Outcome A Report about The Great Fire of London**

**Maths. Year 1**  
As mathematicians we can add and subtract (within 20). We will be able to understand place value (within 50). We will begin to know our multiples of 2, 5 and 10.

**Science—**  
As scientists we will observe changes across the four seasons - Winter and observe and describe weather associated with the seasons and how day length varies. Identify, name, draw and label the basic parts of the human body. Say what part of the body is associated with which sense. Use their senses to compare different textures, sounds and smells. Gather and record data to help answer questions  
**To label their body and know their five senses**

**RE**  
**What do people say about God?**  
How might beliefs about creation affect the way people treat the world?  
**Art -Line, shape & form**  
As artists we can use a range of tools which can produce marks on a variety of backgrounds. Use parts of a pencil to create different mark making effects. Begin to produce simple observational drawings of objects. Introduce techniques to create a range of tones using graded drawing pencils. Develop an awareness of textures and tones in made and natural objects. Use a range of mark makers to reproduce textures observed. Produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings. Make simple evaluations of their own work and that of others using appropriate vocabulary.  
**To produce a drawing of London skyscraper using different shading.**

**Maths. Year 2**  
As mathematicians we can understand multiplication and division strategies. Use a range of data, answer questions in statistics. We can understand the properties of shape.



**History—Great Fire of London.**  
As historians we will use words and phrases relating to the passing of time. Sequence events chronologically and know where events fit in a chronological framework. Find out about people and events in other times; similarities and differences drama/role play. Compare London now/then similarities and difference in buildings. Understand some of the ways we can find out about the past and use stories and sources to find out about the past and understand key events. Use a source - why, what, who, how, where to ask questions. **To explain how the GFoL started and how it was brought under control.**

**Computing**  
As computer scientists we can use technology purposefully to create, organise, store, manipulate and retrieve digital content. To enter a range of data into a template on a computer to make a graph. To talk independently about the results shown on the graphs and create questions about this.  
**To make a graph from a database, print this and discuss the findings.**

**Music**  
Using Lancashire's music service learning an instrument.

**PE**  
Core skills

**PSHE**  
How do we feel?