



<b>Year A/B: B</b>	<b>Year Group: 1&amp;2</b>	<b>Unit/Topic: Fire Fire! (History Focus)</b>
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
Toby and the Great Fire of London by Margaret Nash	Y2 - read words containing common suffixes; discussing the sequence of events in books; All - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Narrative – Real Life All - read aloud what they have written with appropriate intonation to make the meaning clear.	Division Y1 - Place Value to 100 Y2 - Statistics Measurement: Length & Height
<b>Science (Brilliant Builders)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
-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.	Not covered in this topic.	Which time period does the Great Fire of London fit in? (link onto a time line); What date did the fire start? How did the fire start? Why did the fire spread so easily? Who was the king at the time? Who was Samuel Peyps?	Not covered in this topic.
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
<u>Observational Drawing</u> (link to Science) - Shade, tone & texture	Not covered in this topic.	Small Games/Gymnastics -Access a broad range of opportunities to extend agility, balance and coordination -Work individually and with others -Share good practice and show examples of work to others	Percussion & Samba -Identify pulse in different kinds of music -Accompany a chant or song by clapping or playing the pulse or rhythm -Identify the pulse and join in getting faster and slower

Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)
<ul style="list-style-type: none"> <li>-Internet safety (through ICT and activities)</li> <li>-stranger danger (activity)</li> <li>-visit from Police or other agency</li> </ul>	Not taught in KS1	How do Christians belong to their faith family? <b>Christian</b>