

Autumn 2			
<b>Topic</b>	<b>PLAGUE! FIRE! FIRE!</b> <i>The Plague of 1665 &amp; The Great Fire of London 1666</i>		
<b>English</b>	<b>Useful Texts : Samuel Pepys Diary, Plague - A Cross on the Door (Ann Turnbull), The Great Fire - A City in Flames (Ann Turnbull)</b>		
<b>Core texts link to topic/ cross curricular learning</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Outcome 1: Lila Story</b> <ul style="list-style-type: none"> <li>Editing and publishing our own versions of the Lila story</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Outcome 2: Non-fiction writing</b> <ul style="list-style-type: none"> <li>Reading, researching and writing about London 1665/1666</li> <li><b>Diary Writing</b> – reading excerpts from Samuel Pepys’ Diary and writing in role</li> <li><b>Drama</b> - freeze frames and role play based on the Great Fire of London and the Plague</li> </ul> </td> </tr> </table>	<b>Outcome 1: Lila Story</b> <ul style="list-style-type: none"> <li>Editing and publishing our own versions of the Lila story</li> </ul>	<b>Outcome 2: Non-fiction writing</b> <ul style="list-style-type: none"> <li>Reading, researching and writing about London 1665/1666</li> <li><b>Diary Writing</b> – reading excerpts from Samuel Pepys’ Diary and writing in role</li> <li><b>Drama</b> - freeze frames and role play based on the Great Fire of London and the Plague</li> </ul>
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Consistent focus on grammar (phase 6 phonic content): Identifying and writing simple and compound sentences; Punctuation e.g. capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contraction.			
<b>Maths</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Number – Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Measurement: Money</b> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> </td> </tr> </table>	<b>Number – Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<b>Measurement: Money</b> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
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	<b>Living Things and Their Habitats</b>	
<b>Science</b>	<b>Uses of Everyday Materials</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of different everyday materials for particular uses (eg wooden houses vs stone houses)</li> <li>Find out how the shapes of solid objects can be changed</li> </ul>	<b>Key Scientific Skills</b> <ul style="list-style-type: none"> <li>Observation</li> <li>Identify and classify</li> <li>Observing local habitat over time: seasonal changes, sunlight, weather and trees/plants, watching bulbs grow</li> </ul>
<b>RSE</b>	Will be covered in the spring term.	
	<b>Problem Solving</b>	
<b>Computing</b>	<b>Algorithms</b> <ul style="list-style-type: none"> <li>Creating and debugging simple programs</li> <li>Understanding what algorithms are</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how algorithms are used to program digital devices such as BeeBots</li> </ul>
	<b>Design and build a re-cycled toy</b>	
<b>DT</b>	<ul style="list-style-type: none"> <li>Design, join and make a Zimbabwean style re-cycled toys</li> <li>Explore and build a mechanism using wheels and axles</li> </ul>	<ul style="list-style-type: none"> <li>Problem solve, critique and evaluate as working through the project</li> </ul>
	<b>Portraits</b>	
<b>Art</b>	<ul style="list-style-type: none"> <li>Drawing portraits</li> <li>Learning how to draw faces, focusing on the proportions of a face, looking at spaces between the individual parts</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with line and tone (eg cross hatch, shading)</li> </ul>
	<b>Maps and Atlas Skills</b>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Locating UK on world map</li> <li>Locating and naming countries within UK and their capital cities</li> <li>Locating and naming the seas around the UK</li> <li>Locating areas of the UK which are mountainous by using an atlas</li> </ul>	<ul style="list-style-type: none"> <li>Understanding where to locate beaches, cliffs and mountains</li> <li>Identifying and understanding a range of human geographical features</li> <li>Locating London on map of England; the River Thames, South London, Lewisham, Forest Hill, Kilmorie School.</li> </ul>
	<b>The Plague of 1665 &amp; Great Fire of London 1666</b>	
<b>History</b>	<ul style="list-style-type: none"> <li>Historical maps of London – ordering maps into date order, comparing London at various stages in history compared to modern day</li> <li>Use Samuel Pepys’ diary to find out about the Plague and the Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Use stories, pictures and songs to learn what London was like during the Plague and the Fire of London</li> <li>Materials used for building in 1666 compared with today</li> </ul>

<b>PE</b>	<b>Indoor – Gymnastics floor work</b>	<b>Outdoor – Multiskills</b>
	Combining movements into routines that include: <ul style="list-style-type: none"> <li>• balance</li> <li>• agility</li> <li>• co-ordination</li> </ul>	Activities to improve the following skills: <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• travelling</li> <li>• co-ordination</li> <li>• spatial Awareness</li> </ul> and applying these in a range of games.
<b>The Nutcracker</b>		
<b>Music</b>	<ul style="list-style-type: none"> <li>• Singing games &amp; rhymes for musicianship</li> <li>• Exploring Tchaikovsky’s The Nutcracker and developing an understanding of context and musical history</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for a Nutcracker themed Christmas performance</li> </ul>
<b>Christianity</b>		
<b>RE</b>	<ul style="list-style-type: none"> <li>• Stories Jesus told which develop Christian values and contain teachings on forgiveness and love: <ul style="list-style-type: none"> <li>- The Lost Son</li> <li>- The Good Samaritan</li> </ul> </li> </ul>	
<b>Relationships: Celebrating and recognising Differences</b>		
<b>PSHE</b>	Children will have opportunities to: <ul style="list-style-type: none"> <li>• express positive statements about themselves and others</li> <li>recognise and name feelings</li> <li>identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background</li> <li>• know that people have things in common but that everyone is unique</li> </ul>	<ul style="list-style-type: none"> <li>• explore the idea of fairness for all</li> <li>• begin to question media messages and stereotypes.</li> <li>• understand that bullying and teasing is an unacceptable response to difference</li> </ul>
<b>French</b>		
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Days of week</li> <li>• The Hungry Caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas vocabulary and songs</li> </ul>
<b>Trips</b>	<b>London Fire Brigade Museum – Great Fire of London learning session</b>	