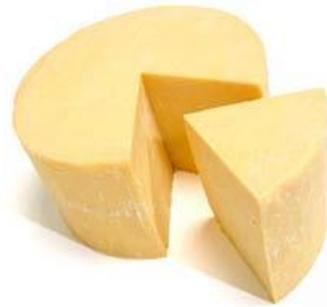


Theme: Fire! Fire!



**Fire!
Fire!**

Areas of Learning

As historians we will find out about the sequence of events in the Great Fire of London and the changes that occurred due to the fire. We will also discover how events from the past were documented and consider the roles of a variety of people at the time of the Great Fire of London.

As scientists we will observe the changes that occur in different seasons. We will look at the outdoor environment and what happens to this, including the weather, when we do a nature walk. We will also consider how day length changes and what happens to the length of shadows throughout different months and points in the day.

As geographers we will consider the varying importance of villages, towns and cities and we will examine how places have changed through time and in response to historical events.

Community

Invite a modern day firefighter to come and talk about the role of the fire brigade and how the equipment they use has improved since the time of the Great Fire of London to help to keep them safe when fighting fires.

Diversity

We will learn about the significance of light in festivals from a variety of religions including Christmas, Hanukah and Diwali.

Enterprise

We will take part in various charity events and we will make and sell items at Christmas.

Environment

We will consider ways that we can help the environment by saving energy, eg. closing doors and turning off lights. We will also consider how light affects our environment through light pollution, solar panels, energy uses.

Skills

Application to Everyday Life

Using Communication

Use drama to re-enact the start of the fire of London and show our understanding of people's roles and feelings by writing diaries and letters.
Use pictures, words and actions to retell the stories of a variety of religious festivals.

Using Mathematics

Create a timeline of events from history and sequence the events of the fire.
Use symmetry to create Fire of London house silhouettes.
Understand the ideas of cost and profit when deciding how to make and price our enterprise goods.

Using ICT

Research the events of the Great Fire of London using internet sources.
Create a variety of pictures using light.

History/Geography

I can put people and events in order using a scale given to me.

I can look at evidence to explain why people in the past may have acted as they did.

I can recount the main events from a significant event in history.

I have found out about the past using a variety of sources.

I can use a timeline to place a significant person or event.

I can mark where we live on a map and locate Leicester and London.

I can recognise changes in the human and physical features of a place and suggest reasons for these.

I can use words and phrases to describe what different places are like e.g. Cosby, Leicester, London.

I can say what types of building are in a place and use this to decide if it is a village, town or city.

Areas of Learning

Music /RE

I can take part in singing, following the tune well.

I can make and control long and short sounds using voices and instruments.

I can recognise and make changes in pitch.

I can clap in time to a piece of music.

I can retell some parts of religious stories.

I can describe some religious places and objects.

I can describe some religious practices.

Science

I know that there are different seasons.

I can talk about some of the changes that occur outside in different seasons.

I can observe things carefully.

I can measure and record the changes that I observe.

I can talk about how things like day length and shadows change throughout the year.

PSHE

I can identify different emotions.

I can talk about how different emotions make me feel.

I can think of situations where I may feel different emotions.

I can understand how my emotions and actions can affect others.

I can think about what other people are good at.

I know what bullying is and understand how it feels to be bullied.

PE, Health & Well-being

I can use space safely.

I can move carefully with control.

I can put together moves to make a short dance.

I can show rhythm in my dance.

I can remember and repeat dance movements.

I can say how a performance could be improved.