

w/b 15.10.18

English

- Independent stage of diary writing.
- Children to have own small copy of 'The Great Flood' symbols.
- They stick paper/ post its over symbols to change parts of text to become 'The Great Fire'.
- Children independently write their adapted version.

(Target GDS children to extend the class adapted version rather than just writing it exactly as it is.)

- Encourage use of strategies taught in spelling, including spelling chart and 'have a go' strategy.

Spelling/ phonics

No Nonsense Spelling

Block 1, lessons 21-25

(Year 1 Common exception words)

Maths

- Block 2-continue addition and subtraction
(See separate plan)

Guided reading

Daily reading sessions

- GFL opportunities-
GFL game incorporating reading questions.

RE & PSHE

Judaism

New beginnings

The Great Fire of London Week 4

P.E.

- Morning P.E. slot-gym
- Afternoon P.E. slot-dance.
Perform dances using simple movement patterns. See separate plan- Fire based dance

Remember-

History

- Continue singing the Great Fire of London songs. Song 3 is particularly relevant to this week.
- Time travel health and safety inspection.
Children wear high vis jacket and have a clipboard with health and safety inspection form. Time travel from the classroom (2018) to the playground (1666). Children to walk around playground spotting anything that causes them concern and recording on sheet. They may spot people passing buckets or a water squirt for instance. Time travel back to 2018 and once there, children to make recommendations based on what we know today.

By the end of the week children will:

- be able to say some positive changes that happened because of The Great Fire of London (houses built from brick and stones, wider streets, improved firefighting equipment, the end of the plague etc.)

Assemblies this week:

Tuesday- Jessica

Wednesday- Alison

Thursday- Amanda