

Art Skills

Drawing:

Shape

Observe and draw shapes from observations
Draw shapes in between objects Invent new shapes

Painting:

Work on different scales

Colour

Identify primary colours by name
Mix primary shades and tones

Tone

Investigate tone by drawing light/dark lines, light/dark patterns,
light/dark shapes

Cityscapes: (suggested artists) Edward Hopper or L.S. Lowry

Digital Media:

Use a simple graphics package to create images and effects with:

Lines by changing the size of brushes to in response to ideas.

Shapes using eraser, shape and fill tools.

Colours and texture using simple filters to manipulate and create images.

Use basic selection and cropping tools.

Art

Activities

Create a city scape of London. Look at Cities and make observations.

Mix paints to create a range of shades to create a fire effect and use chalk/pastels to add smoky effect. Give opportunity for overprinting (possibly orange background with buildings printed on top). Investigate different tones and discuss the different effects.

Create pictures of the houses from the Great Fire of London using paint package!

Use different materials to create a collage of the fire of London.

Include the Tudor houses too.

Look at Tudor house and the patterns that were created with beams.

Draw, in pastels, their own Tudor houses.

Explore colour mixing and how to create different oranges, reds and yellows. Then create a whole class Great Fire scene using handprints.

Use black card to create silhouetted buildings to put in the foreground of a Great Fire display, with tissue paper flames creeping from doors and windows that can be folded back to open.

Make a 3D model of a building so a whole model city can be created.

Use grasses or matchsticks for the thatched roofs.

Computing Skills Can use search engines to find information/images using a given word/phrase.

Powerpoint:

Select powerpoint design.

Insert new slide

Preview Slide show

Activities

Use search engines to research Samuel Pepys before making a power point fact file about him and the fire.

Create slide show about the great fire of London.



COWICK PRIMARY SCHOOL

Medium Term Planning Term 1 Spring Term The Great Fire of London

P.S.H.C.E Good To Be Me

SEAL Growing and changing, Healthy Eating

RE

Unit 1.1 Looking at me, Looking at you

Identity & values

Explore through faith stories what religions say about the value of each individual

Observe and/or participate in religious ceremonies connected with important times in life

Understanding Christianity – Unit 3 Salvation

Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

Recognise that Jesus gives instructions about how to behave.

D/T Skills

To take inspiration from design throughout history- Skills:

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

Activities

Look at how fire equipment has changed over time. Then design a bucket or alternative product to transport water to put out the fire. Share designs with a friend and review the design considering:

What makes this a good product?

What changes could be made to improve the product?

P.E.

Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

History Skills

To investigate and interpret the past

Skills:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

To build an overview of world history

Skills:

- Describe historical events
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology

Skills:

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

To communicate historically

Skills:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

History National Curriculum

Events beyond living memory that is significant nationally or globally.

The Great Fire of London:

- Sequence the events that led to the Great Fire
- Look at key figures such as Samuel Pepys and John Evelyn and how their diaries have helped us piece together the main events of the day.
- Research key artists and compare how they captured the atmosphere at the time i.e. John Hayls,

Look at how the events of the Great Fire of London have impacted on Fire safety over time (Building made out of stone and brick rather than wood)

How has the Great Fire of London impacted on our world today

Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods:

Samuel Pepys

Why was he famous and why do we remember him today?

Science National Curriculum

Year one

To distinguish between an object and the material from which it is made.

To identify, describe and name a variety of everyday materials.

To describe the simple physical properties of a variety of everyday materials

To compare and group together a variety of everyday materials on the basis of their simple physical properties.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

To find out about people who have developed useful new materials.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

