

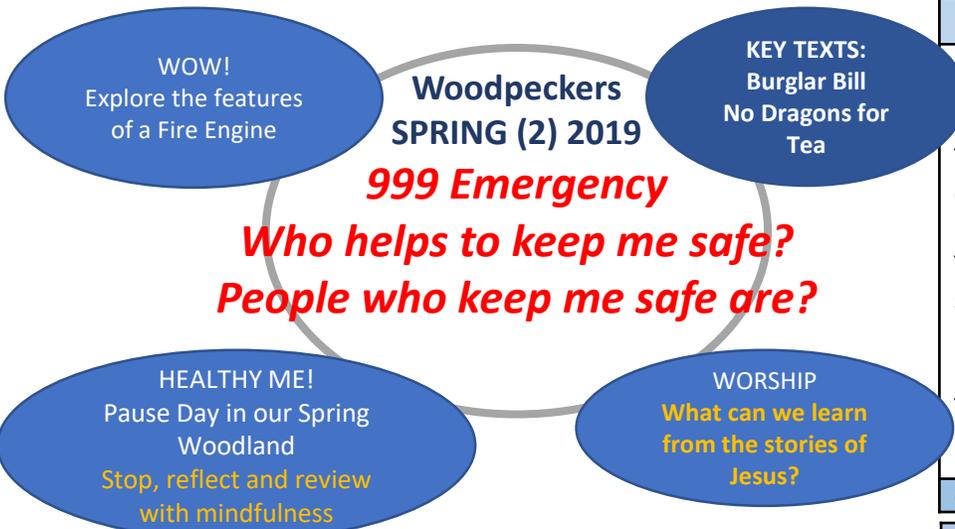
Understanding the World	
Key Knowledge	Skills
To know that the Great Fire of London started in 1666 and that fire engines have changed over time. To understand how we grow and change and learn to do new things. To know that information can be retrieved from computers	Talk about the features of fire engines through the ages and sequence them on a timeline. Make a picture timeline from baby to 4/5 showing things we can do. Using the IWB we will research together to find out about the emergency services.
Q/Create: What helps us stay healthy and grow?	

RE	
Key Knowledge	Skills
To recognise and talk about signs of new life in nature. To recall aspects of the Easter story e.g. Jesus died & came back to life To talk about how Easter is celebrated in their own home or school community.	To go on a Spring walk and take photos of signs of new life for a class book. To share the Easter story through Godly play and talk about new life in the story. To make and taste different Easter foods.
Q/Create: Is the Easter story happy or sad?	

Literacy	
Key Knowledge	Skills
To know how to use an information text to find the answer to simple questions. To ask simple questions starting with what, when, where, why and how. To understand story structures, settings and characters.	To identify a contents page and index in texts about emergency services. To explore a variety of photos of people who help us and write questions about them. To make up and write 3 stories as a class about emergency services.
Q/Create: Write a question to ask our class visitor.	

Communication and Language	
Key Knowledge	Skills
To ask simple questions starting with why, when, where, who and how. To know how many syllables are in a word. To retell stories through drama and role play.	To compose a question to ask our class visitor. To clap the syllables we can hear in words. To act out stories in the role play areas.
Q/Create: What questions shall I ask our class visitor?	

Personal, Social and Emotional Development	
Key Knowledge	Skills
To know how to keep ourselves safe. To understand how emergency service people help us stay safe. To consider how people around the world prepare for emergencies.	To develop simple safety rules. NSPCC PANTS To investigate and understand the roles of emergency service workers. To learn about examples of natural disasters and understand how people stay safe.
Q/create: How can I help to keep myself safe?	



Maths Being a Mathematician (theme related)	
Key Knowledge	Skills
To know how to measure short periods of time. To use common shapes to create pictures and patterns. To know how to add and subtract two single digit numbers. To know how to order items by length and height.	To make paper plate clocks to investigate our school routine . To create a collage of different emergency vehicles using 2D shapes. To understand addition and subtraction through target games, skittles and counter games. To make ladders to rescue small world people in fire station role play.
Q/Create: Can you catch the baddy using positional language?	

Expressive Art and Design	
Key Knowledge	Skills
To construct with a purpose in mind using a variety of resources. To create simple representations of people. To experiment to create different textures. To explore pitch in music and create simple music patterns.	To make emergency vehicles from box modelling and other resources. Paint a Wanted poster of Burglar Bill. To make texture hands using a different texture for each finger. To listen to sounds of sirens and create our own using instruments.
QW/Create: Create an emergency vehicle using different resources.	

Keeping Myself Safe	PD & Health and self-care
To know my home address and phone number. To know how to make a 999 call. To know how to cross the road safely. To recognise visitor badges.	Personal hygiene Respect my school by clearing up rubbish and being an Eco-Warrior Funky Fingers activities to develop fine motor skills for handwriting. Ball skills and team work.
Q/Create: Create an address bracelet to help to keep me safe.	