

HISTORY Being an Historian

Key Knowledge	Skills
<p>To know the GFL started in 1666 and King Charles was on the throne.</p> <p>The GFL was started in Pudding Lane (Thomas Farriner).</p> <p>Understand that the city of London was crowded and houses were made of wattle and daub.</p> <p>To understand within society people had different experiences depending on where they were in society.</p> <p>There were no services (e.g. no sewage, sanitation, no emergency services)</p> <p>Know the relevance of the Monument</p> <p>To know that some sources are more reliable than others.</p> <p>To know significance of Samuel Pepys and Christopher Wren</p>	<p>What was it like in the 1600s and how do we know?</p> <p>Spot the difference – draw on simple conclusions from images.</p> <p>Sequence events from a story onto a timeline.</p> <p>Identify causes and consequences of fire and begin to recognise that more than one cause of the</p> <p>Use different sources to understand what happened.</p> <p>Spot the differences and compare pictures of London in the 1600s and now.</p>
<p>Q/Create: Create a plaque for the Monument to explain why so many houses burnt down in the Great Fire of London in 1666</p>	

SCIENCE Being a Biologist

Key Knowledge	Skills
<p>Know that plants grow from a seed or bulb.</p> <p>Know what animals need to grow and survive.</p> <p>Understand what plants and animals need to survive and grow.</p> <p>To know the names of common flowers and trees in our local environment.</p>	<p>Draw and label a diagram of the structure of a plant.</p> <p>Draw, sequence and label a diagram of the life cycle of a chicken.</p> <p>Observe changes and growth of a plant and a chick hatching.</p> <p>Collect and record growth data.</p> <p>Identify common plants and trees.</p>
<p>Q/Create: What does it mean to be alive?</p>	

SCIENCE Being a Chemist

Key Knowledge	Skills
<p>Know that some materials burn quicker than others. Wood and straw burns quicker than brick.</p> <p>What materials would you make a bucket from?</p>	<p>Observe, compare and describe materials before they are burnt.</p> <p>Compare suitability of materials for purpose.</p>
<p>Q/create: Why did so many houses burn down in the Great Fire of London?</p>	

RE

Key Knowledge	Skills
<p>Bible (NT) contains parables .</p> <p>Parables have a deep meaning</p> <p>Jesus told parables to explain important truths to people .</p> <p>Jesus' death and resurrection is the focus for the celebration of Easter</p> <p>Cross is a symbol of Jesus' death on Good Friday and the egg of Jesus' resurrection on Easter Sunday (new life)</p>	<p>Recall and retell parables</p> <p>Explain what the parables are teaching Christians</p> <p>Begin to relate to their own actions</p> <p>Sensitively express their own ideas about the themes of parables e.g. being lost or helping others understand truths in Jesus' parables have an impact on a Christian's life</p> <p>Identify with different characters within the Easter story respond sensitively to the thoughts and feelings of others</p>
<p>Q/Create: why did Jesus tell parables?/Is Easter happy or sad?</p>	

WOW!
Research & build Tudor houses in teams to recreate the Fire of London

KEY TEXTS: Diary of Samuel Pepys
Vlad and the Fire
Spring poetry

KINGFISHERS SPRING (2) 2019

Why did so many houses burn down in the Great Fire of London?

HEALTHY ME!
Pause Day in our Spring Woodland
Stop, reflect and review with mindfulness

WORSHIP
What can we learn from the stories of Jesus?

ART/DT being an Artist

Key Knowledge	Skills
<p>Understand the properties of materials to build structures.</p> <p>Observe Tudor Buildings for shape, design and how they differ from building of today.</p> <p>Understand the crafts and materials available in 1600s to build houses.</p> <p>Use a wide range of techniques to create a 3-D mixed media Tudor House.</p> <p>Record plans/select/improve concepts and evaluate finished product.</p> <p>Observation of still life</p>	<p>To use materials for purpose.</p> <p>Use drawings of Tudor Houses to inform and develop ideas.</p> <p>Work as a team to make a Tudor House.</p> <p>Combine ideas and test for suitability.</p> <p>Listen to opinion of others, self-assess suggestions.</p> <p>Make improvements and evaluate (Individual liberty),</p> <p>Sketch cut fruit to observe seeds</p>
<p>QW/Create: How can I use observation and a range of skills to make a piece of Artwork?</p>	

ENGLISH Being a writer

Key Knowledge	Skills
<p>Know how to use my senses to create an eye-witness, first-hand account.</p> <p>Know a diary is written in the past and in the first person.</p> <p>Analyse explanation using inference, text retrieval to write their own.</p> <p>To look at and answer questions from an information board/sheet</p>	<p>Know how to use my senses to create an eye-witness, first-hand account</p> <p>Know a diary is written in the past and in the first person.</p> <p>Analyse explanation using inference and text retrieval to write their own.</p> <p>To look at and answer questions from an information board/sheet</p> <p>To write a recount of the first signs of spring.</p>
<p>Q/Create: Write an explanation for the Great Fire of London</p>	

GEOGRAPHY Being a Geographer

Key Knowledge	Skills
<p>London is the capital city</p> <p>The river Thames runs London</p> <p>To know and locate North, South, East and West</p> <p>To look at and answer questions from an information board/sheet</p>	<p>Compare and contrast life in Tilford to London.</p> <p>Appreciate our locality.</p> <p>Identify manmade and physical differences.</p> <p>Read a map and use map symbols.</p>
<p>Q/Create: Why was the River Thames important in the Great Fire of London?</p>	

Maths Being a Mathematician (theme related)

Key Knowledge	Skills
<p>Know how to measure short time in seconds, minutes.</p> <p>Know to use hours, days, weeks, months, years to measure longer periods of time.</p> <p>Know the cycle of seasons and months in the calendar.</p> <p>Know how to record measure of growth and collect data.</p> <p>Know that multiplication can help solve division problems</p>	<p>To use appropriate measure of time.</p> <p>To use counting in 2s, 5s and 10s to solve multiplication word problems.</p> <p>To use time and measures to solve problems</p> <p>To use time and measure for measuring plant growth</p> <p>To use time and measure to estimate and measure Gt. Fire of Tilford.</p>
<p>Q/Create: Create challenge cards using multiplication, division or involving 2-step word problems.</p>	

Keeping Myself Safe

Fire safety. Practise and plan my escape from a fire at home.

Test fire alarms.

Practise fire drill safety at school.

Know how to phone the emergencies services.

Know my home address.

Keeping Healthy/Well-Being

Personal hygiene

Respect my school by clearing up rubbish

Eco-Warriors to encourage responsibility

Spiderweb games to build shoulder muscles and core body strength for handwriting.

Team games for problem solving – I can listen to others and respect our differences.

Ball skills and working as a team

Q/Create: Create a poster to help keep your school or home safe.