

## Medium term plan Spring 1 2025 The Great Fire of London -

	<b><u>Week 1</u></b> <b>06.01.25 (4 days)</b>	<b><u>Week 2</u></b> <b>13.01.25</b>	<b><u>Week 3</u></b> <b>20.01.25</b>	<b><u>Week 4</u></b> <b>27.01.25</b>	<b><u>Week 5</u></b> <b>03.02.25</b>	<b><u>Week 6</u></b> <b>10.02.25</b>
<b>Special activities and values</b>		<b><u>Magic show reward for Autumn term 100% attendance.</u></b>			<b><u>National Storytelling week</u></b> <b><u>Possible fire fighter visits.</u></b>	<b><u>Safer Internet Day 11.02.25</u></b> <b><u>Possible fire fighter visits.</u></b>
<b><u>English</u></b>	Sir Charlie Stinky Socks - Adventure fictional diary recount - imitation Toolkit focus - Setting description.	Sir Charlie Stinky Socks - Adventure fictional diary recount - innovation Toolkit focus - Setting description.	Sir Charlie Stinky Socks - Adventure fictional diary recount - invent Toolkit focus - Setting description.	Poetry - Treasures	Recount Imitate/ innovate	Recount Invent
<b><u>Reading</u></b>	Class reader.	Fiction - Ninjabread man	Fiction - Ninjabread man	Poetry -The Wizard	Poetry -The Wizard	Fiction - The Twits
<b><u>Maths</u></b>	Multiplication and division Sharing and grouping	Multiplication and division Sharing and grouping 2s, 5s and 10s.	Multiplication and division 2s, 5s and 10s.	Fractions	Assessment and review	Fractions
<b><u>Maths Mastering Number</u></b>	<b><u>Week 14</u></b> Number facts and arithmetic	<b><u>Week 15</u></b> Number facts and arithmetic- Near doubles	<b><u>Week 16</u></b> Number facts and arithmetic- Near doubles	<b><u>Week 17</u></b> Number facts and arithmetic- Adding 3 numbers	<b><u>Week 18</u></b> Number facts and arithmetic- Making 10, bridging through 10.	<b><u>Week 19</u></b> Number facts and arithmetic- adding 2 1 digit numbers bridging ten.
<b><u>Phonics and spelling</u></b>	<b><u>ing</u></b> suffix revision using assessment data	<b><u>es</u></b> suffix using assessment data	UNIT 1 (8 days) Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night	UNIT 1 (8 days) Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night	UNIT 2 (8 days) Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won	UNIT 2 (8 days) Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won
<b><u>Science</u></b> Animals, including humans		<b><u>What do you want to find out animals including humans?</u></b> What do living things need to survive? What is the same and what is different between humans and other animals?	Discuss what humans need to stay alive.	Go through the human time line and discuss the different stages of human growth and the different needs.	Match the different animal offspring to their parent and discuss the differences.	Name the parts of the body and explain the function and use of a chosen body part.
<b><u>Computing</u></b>	To use search engine to find information safely. Swiggle	To explain how to search for information safely using a search engine.	To construct a binary tree to separate different items	To Use 2Question (a binary tree) to answer questions and find information.	To Use 2Question (a binary tree) to answer questions and find information.	<b><u>Tuesday 11th February - Safer Internet Day Theme- Too good to be true? Protecting yourself against scams.</u></b>

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<b><u>Online safety</u></b>	<b><u>Online Reputation</u></b> I can explain how information put online about someone can last for a long time. I know how to find information online. I can find information online that is older than I am. I understand that my information can stay online for a very long time.		<b><u>Online Reputation</u></b> I can describe how anyone's online information could be seen by others. I can describe how anyone's online information can be seen by others.  I can describe strategies to protect my online information.	<b><u>Online Reputation</u></b> I know who to talk to if something has been put online without consent or if it is incorrect. I know what is ok to share and what isn't. I understand that if I have a worry about something someone else has put online I should talk to a trusted adult.		<b><u>Online Bullying</u></b> I can talk about how anyone experiencing bullying can get help Identify who they can turn to for help and support. Recognise some sources of support in different contexts (e.g. school, home, online). Understand why people sometimes don't ask for help when being bullied.  <b>SAFER INTERNET DAY-</b> This year's theme is: <b>Too good to be true? Protecting yourself against scams.</b>
<b><u>Art</u></b>	Explore old art of the Great Fire of London- share opinions. Share modern sculptor/artist David Best- share 2016 project. Explore colour and media	Lesson 2. Explore shade and tints adding black and white.	Lesson 2. Explore shade and tints adding black and white.	Lesson 3: Paint a background to represent the Fire of London	Lesson 4: Drawing a skyline of London onto their fiery skies- adding black acrylic detail.	
<b><u>History</u></b>	Discuss the Great Fire of London. Children to know who, when, where and why the fire started. Explore why the fire spread so quickly and how it was put out.	How do we know about the Fire? Learn about different sources - Primary and Secondary	Explore Samuel Pepys' diary and outline key facts and key people. Using historical knowledge and descriptive toolkits children to write a diary entry as if they were in 1666. <b>Link to English – Hot task writing.</b>	Timeline of events- Children to place main events in chronological order.		Discuss how the Fire of London and its aftermath has influenced modern buildings. Look at the King's Charter and Christopher Wren's architecture, still standing today.  <b>Write charter – If I were King/Queen...</b>
<b><u>RE</u></b> <b><u>God and Faith - Striving</u></b>	Lesson1 - What is a Pilgrimage? Visual representation of a personal goal.	Lesson 2 - The Hajj: A journey to Mecca	Lesson 3: The Footsteps of Jesus:	Lesson 4: Overcoming challenges	Lesson 5: Comparing pilgrimages.	

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<b><u>Music</u></b>	Inventing a musical story Listen and respond- Rainbows Sing - Rainbows Play - instrumental parts Perform	Inventing a musical story Listen and respond - Maple leaf rag Sing - Rainbows Compose Perform	Inventing a musical story Listen and respond - Hands, feet, heart Sing - Hands, feet, heart Play - instrumental parts Perform	Inventing a musical story Listen and respond - Maple leaf rag Sing - Hands, feet, heart Improvise Perform		Inventing a musical story Listen and respond - All around the World Sing - All around the World
<b><u>PSHE</u></b>		Going for Goals I can say what I want to happen when there is a problem (set a goal!) I can choose a realistic goal. I can break a goal down into small steps.	I know we learn in different ways. I can tell you some of my strengths as a learner.	I can think of different ideas or solutions to problems. I can choose between my ideas and give reasons.	I can tell you what has gone wrong with a plan. I can recognize when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration. I can work towards a reward or for the satisfaction of finishing a task.	I can talk about the bits that went well and the bits that I need to change if I used my plan again.
<b><u>PE long</u></b>		Ball skills - feet	Ball skills - feet	Ball skills - feet	Ball skills - feet	Ball skills - feet
<b><u>PE short</u></b>		Dance - Mr Candy Sweet Factory	Dance - Mr Candy Sweet Factory	Dance - Mr Candy Sweet Factory	Dance - Mr Candy Sweet Factory	Dance - Mr Candy Sweet Factory
<b><u>Handwriting</u></b>		Practise CAPITAL and lowercase letters. Ww - Willow Xx - Xena Axel Yy - Yahya Zz - Zack Numbers - 8 9 0 1	Numbers - 2 - 3 Revise: a, d, c, i, t, l Words - cat, that, great, late Diagonal join to ascender - at	Numbers - 4 - 5 Revise: a, l, b, f, t, s Words - tall, ball, small, fall Diagonal join to ascender - all	Numbers - 6 - 7 Revise: t, h, e, r, h, s Words - the, then, there, three Diagonal join to ascender - th	Numbers - 8 - 9 Revise: c, l, k, s, d, h Words - class, clothes, climb, clock Diagonal join to ascender - cl
<b><u>Learning Log</u></b>	Tell me about a special journey that you have been on.	What do you know about the Great Fire of London?	Make a video of you dribbling a ball – create a course!	Tell me about what humans and animals need to stay alive.	Show me what you know about fire-fighters.	Design a poster about staying safe online.
<b><u>Spelling</u></b>	ing suffix	es suffix	gnome knight wriggle knee design wrap knock write once two	knitter wrapped gnashing knowing gnawed knitting wrapper knocker once, two	hoping later liked scaring dancing scared driver dancer any, many	latest noisy bravest scary shiny nicest safest icy any, many