

FIRE MU PLAN 2024

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Create a timeline of events in the Great Fire of London. • Compare life in London before and after the Great Fire. • Understand and establish why the fire spread. • Use and compare sources to ask and answer questions about the Great Fire. • Write a recount/report/diary on the fire. • Have a basic understanding of fire safety. • Compare a map of modern London with one of London in 1666. • Talk about key events and individuals from the past and why they are significant. • Discuss the consequences of the Great Fire of London and changes that were made as a result. • Know and locate the 4 countries of the UK and their capital cities. • Name and describe some key landmarks in London. • Retell the main points of the story of Guy Fawkes • Know and name primary and secondary colours, being able to mix secondary colours. • Design, make and evaluate a moving vehicle • To name the 4 seasons and describe the weathers associated with autumn and how day length varies. • Identify, name, describe and compare common materials • Explain why materials are used and how they are suitable to their purpose. • Investigate materials according to their properties. 	<p>KEY FOCUS AREAS</p> <ul style="list-style-type: none"> • Know when, where and why The Great Fire of London happened and the changes that occurred as a result. • Identify differences between ways of life of people at the time of the fire compared with today. • Compare sources documenting the fire and discuss reliability of different sources of evidence. • Retell the main episodes of The Great Fire in the correct order, including how it was stopped. • Know who Samuel Pepys was and his role in relation to the Great Fire of London. Understand and explain why he is an important historical figure. • Identify and name primary and secondary colours and mix secondary colours • Designing, making and evaluating a moving 3D junk model with working wheels/axles. • Know and locate on a map the 4 countries and capitals of the UK and their flags 	<p>SYNOPSIS: Week 1 – Week 6</p>	
		Wk 1	<p>Colour mixing and painting flames. Where do we live? Locate UK & capitals. UK Flags, Modern London</p>
		Wk 2	<p>London in 1666. GREAT FIRE OF LONDON DAY</p>
		Wk 3	<p>How do we know about the Great Fire of London? Asking questions and examining evidence.</p>
		Wk 4	<p>Tudor houses – designing, making silhouettes, making 3D houses. Causes of the GFL</p>
		Wk 5	<p>Recreating the GFL. Sequencing/timelines. DT – exploring how wheels are attached and work</p>
		Wk 6	<p>DT – explore methods of making model fire engines</p>
		Wk 7	<p>DT – design fire engines Legacy of the GFL</p>
		Wk 8	<p>Making and evaluating fire engines</p>
<p>SCIENCE: MATERIALS AND THEIR PROPERTIES</p> <p>Working Scientifically: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Y1: *Distinguish between an object and the material from which it is made. * Identify and name a variety of everyday materials. * Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2: *Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Link to Topic of FIRE</p> <ul style="list-style-type: none"> • Sort materials to find out which would be the best to build with- PROVIDE REASONING • Explore the effects of heat on different materials used for buildings during the Great Fire-Teacher led burning after prediction. • 'I wonder... what would be the best material/fabric for Samuel Pepys to make his bag out of?'~ identify properties and evaluate according to effectiveness/suitability. Predict and carry out investigation (beginning fair test). Collect results and draw conclusions. 		<p>Driver: Staying Safe- Fire safety – past and present. How can we stay safe from fire? Who looks after us? How to stay safe in our relationships. What to do if we don't feel safe and who to talk to.</p>	
		<p>KEY QUESTIONS: What are the 4 countries and capital cities of the UK? When, where and why did the fire start? Why did the fire spread so quickly? How was the fire stopped? How did London change after the fire? Who was Samuel Pepys and why is he important?</p>	
		<p style="text-align: center;">Opportunities for Extension</p> <p>Health, hygiene and disease in London at the time of the Fire. Learn in further detail about: Museum of London Monument to commemorate GFL St Pauls Cathedral Investigate Fire Prevention and detection over time Find out about the history and role of the fire service in British society. Interview fire fighters.</p>	

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<p>HISTORY:</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Understanding of the historical context of the Great Fire (happened in the past a long time ago) Learn about significant historical events, people and places in own locality Significant events within and beyond living memory 	<p>ENGLISH:</p> <p>Key texts: Fire Cat-Pippa Good Heart, Vlad and the Great Fire of London, Diary of Samuel Pepys-extracts</p> <p>Visual Literacy-Magic Grandad BBC https://www.youtube.com/watch?v=aX9ulzeCQGo Pudding Lane simulation-Literacy Shed: https://www.youtube.com/watch?v=SPY-hr-8-MQ</p> <p>Key author- Oliver Jeffers</p> <p>Whole Class Reading-Poetry A Fire Began, Fiction- Vlad and the Great Fire of London (Vlad the Flea in History), Nonfiction- London's on Fire</p>		<p>MATHS: Number Place Value</p> <p>Y1- Numbers to 10/20 Y2- Numbers to 100</p> <p>Addition and Subtraction</p> <p>Y1-Numbers within 10/20 Y2-Numbers within 100</p>
<p>Design and Technology:</p> <p>Explore the structure of buildings at the time of the Fire, design and make model houses in the style of those during the Great Fire.</p> <p>Explore, design, make and evaluate a moving vehicle (Fire engines)</p> <p>Design:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<p>ART:</p> <p>Study paintings of the Great Fire</p> <p>Exploring the colour wheel, mixing secondary colours with a link to colours of Fire</p> <p>Study and recreate silhouettes</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>GEOGRAPHY:</p> <p>Locate London on a map of the world/UK.</p> <p>Plot key locations on a map of the city to show how the fire spread. Compare the location with London today.</p> <p>London then (as a crowded busy city and port), - London today</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to: key physical features, including: hill, river, soil, key human features, including: city, town, road, bakery Use world maps, atlases and globes to identify the United Kingdom and its countries, use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>MUSIC:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<p>ICT/COMPUTING: Purple Mash Unit 2.1 Coding</p> <ul style="list-style-type: none"> To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs 	<p>SMSC/PSE and RHE: ~Me and My Relationships</p> <p>Y1-how to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure. That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others About what is bullying, and how to get help. <p>Y2- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others About different types of bullying, the impact of bullying and how to get help. 		<p>ENRICHMENT:</p> <ul style="list-style-type: none"> Making bread/rock buns Creating the 'Great Fire of Tibberton' in the playground- SAFTEY! Great Fire of London day- visiting company to enrich <p>BRITISH VALUES:</p> <p>Democracy – voting for changes and decisions so all voices are heard.</p> <p>Individual Liability – freedom of speech</p> <p>Tolerance, including of others' religious beliefs- visit to place of worship - church</p>

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ASSESSMENT DESCRIPTORS

Science Targets - A Year 1 Scientist	Science Targets - A Year 2 Scientist
<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs) • Observe closely, identifying and classifying the uses of different materials, and recording their observations.
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? • Find answers to simple questions about the past from sources of information e.g. artefacts, • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life Describe memories of key events in lives • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Art Targets - A Year 1 Artist	Art Targets - A Year 2 Artist
<ul style="list-style-type: none"> • Developing ideas (ONGOING) • Record and explore ideas from first hand observation, experience and imagination. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour • Mix secondary colours and shades using different types of paint. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Mix a range of secondary colours, shades and tones.
Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Recognise that it is about a place. • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Picture maps and globes • Follow directions (Up, down, left/right, forwards/backwards) • Relative vocabulary (e.g. bigger/smaller, like/dislike) • Use basic geographical vocabulary to refer to: Key physical features & Key human features 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make simple comparisons between features of different places. • Use a plan view. • Use an infant atlas to locate places. • To spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate and name on UK map major features e.g. London, River Thames, home location, seas. • Follow directions (as yr. 1 and including NSWE) • Use an infant atlas • Use basic geographical vocabulary to refer to: Key physical features & Key human features

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Design and technology Targets- In year 1:	Design and technology Targets- In year 2:
<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools e.g. scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by discussing how well it works in relation to the purpose 	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Assemble, join and combine materials in order to make a product • Choose and use appropriate finishing techniques • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make
Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing with a sense of awareness of pulse and control of rhythm. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Accompany a chant or song by clapping or playing the pulse or rhythm. • To explore different sound sources. • Play instruments in different ways and create sound effects. Handle and play instruments with control. • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds' • Recognise how music can reflect different intentions.
Dance – A Year 1 Dancer	Design and technology Targets- In year 2:
<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts. 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music.
Games - Team working	Games – Team working
<ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. 	<ul style="list-style-type: none"> • Work with a partner and small group to play games and solve challenges. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.
PSHE & RSE Targets - Year 1	PSHE & RSE Targets - Year 2
<ul style="list-style-type: none"> • I can name a variety of different feelings and explain how these might make me behave. • I can think of some different ways of dealing with 'not so good' feelings. • I know when I need help and who to go to for help. • I can tell you some different classroom rules. 	<ul style="list-style-type: none"> • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. • I can also tell you about some classroom rules we have made together. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. • Most of the time I can express my feelings in a safe, controlled way.
Computing Targets in Year 1	Computing Targets in Year 2
<ul style="list-style-type: none"> • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it.