

Subject	Key Learning
<p>R.E God the Father</p>	<p>Themes: Old Testament/Other world faiths Advent and Christmas</p> <p>Children will learn: The story of Creation Genesis The story of Noah and God's promise About Moses</p> <p>That God sent the Angel Gabriel to be the mother of his son and she is our Mother too The Hail Mary. How we can prepare for birth of Jesus Advent signs and symbols The story of birth of Jesus.</p>
<p>History Great Fire of London</p>	<p>Chronology Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>). ▪ Placing a few events and objects in order by using common phrases to show the passing of time (timeline of Great Fire) ▪ Put the events into chronological order using some source details. ▪ Show their developing knowledge and understanding of the past by: ▪ Identifying some similarities and differences between ways of life in different periods. (What was London like in the past (people / houses / way of life)? ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).(Samuel Pepys) <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>). ▪ Use simple stories and other sources to show that they know and understand key features of events.

	<p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>)..
<p>Design and Technology mechanisms</p>	<p>Evaluation of Existing Products (pop up pictures)</p> <ul style="list-style-type: none"> ▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose. <p>Focused Tasks</p> <ul style="list-style-type: none"> ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane. <p>Design</p> <ul style="list-style-type: none"> ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Use kits/reclaimed materials to develop more than one idea. ▪ Select appropriate technique explaining First... Next... Last.... ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Describe their models and drawings of ideas and intentions. <p>Make</p> <ul style="list-style-type: none"> ▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria.

	<ul style="list-style-type: none"> ▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next. ▪ Talk about their design as they develop and identify good and bad points. <p>Note changes made during the making process as annotation to plans/drawings.</p> <p>Evaluation (of their finished product)</p> <ul style="list-style-type: none"> ▪ Say what they like and do not like about items they have made and attempt to say why. <p>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
Music	<p>Performing(London’s Burning and Nativity songs)</p> <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening(music linked with fire e.g. Handels fireworks etc.)</p> <ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). <p>Creating</p> <ul style="list-style-type: none"> ▪ Experiment with and create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. <p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify high and low sounds. <p>Dynamics</p> <ul style="list-style-type: none"> ▪ Differentiate between loud sounds, quiet sounds and silence.

	<p>Timbre</p> <ul style="list-style-type: none"> ▪ Recognise the difference between singing and speaking. ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced.
	<p>Digital Research – Searching Skills</p> <ul style="list-style-type: none"> ▪ Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. ▪ Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult.(children can search for information about the Great Fire of London, including images. <p>Understand and discuss how information can be obtained and used to answer specific questions. Find out:</p> <ul style="list-style-type: none"> ▪ What year did the Great Fire of London take place? ▪ Where did the fire start? ▪ From what were the houses in London made? ▪ Once the children have obtained the information they could extend this computing work by using it to create some digital content such as a recount on the Fire of London e.g. using 2Publish (2Simple), Comic Life