

<p>Immersion into context</p> <p>Wow entry: History workshop on Great Fire of London Exit: Christmas</p>	<p style="text-align: center;">Autumn 1 2016/17: Year 1: Robin Year 1/2: Sparrow Year 2: Wren Fire! Fire!</p> <hr/> <p>Outcome/Outcomes of sequence of learning Children will have an understanding of the events of the Great Fire of London. Children will be able to discuss what happened. To imitate, innovate and invent their own stories based on the events of the Great Fire of London and the book 'The Fire Children'</p> <hr/> <p>AFL – next steps for rapid progress Do you know it? Do you understand it? Can you use it? Can you evaluate it?</p>	<p>Reading into writing opportunities /Guided reading possibilities</p> <p>Fire Children Non-fiction: Great Fire of London</p>
<p>Related texts Samuel Pepys diary Non - fiction books about the Great Fire of London</p>	<p>Role play and spoken language Talk 4 Writing – recount Talk 4 Writing – story Act out the Great Fire of London Role play area: Bakery/Fire station/Hospital Hot seating Samuel Pepys/ fire fighters</p>	<p>Contextualised grammar teaching Year 1: Punctuating sentences, leaving spaces between words, conjunctions (joining sentences with and), adjectives, plural noun suffixes Year 2: Exclamative sentences, noun phrases, adverbs, prefixes, suffixes, present and past tense used correctly, subordination</p>
<p>Cross Curricular links Visit from the Fire fighters. PE: Fire Children dance Gymnastics- Turning, twisting and spinning Science: Materials, reversible and irreversible changes</p>		

History: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] and Samuel Pepys.

Art (in Skill Swap) to develop a wide range of art and design techniques in using colour (hot/ cold)
to use drawing, and sculpture to develop and share their ideas, experiences (Charcoal)

Geography: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
use world maps, atlases and globes to identify the United Kingdom

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Maths: anti-clockwise and clockwise turns

ICT: sending and receiving emails

Immersion in vocabulary

Fire, burn, flames, water, flammable, wood, light, bakery, heat, wind, rain, river, belongings, diary, hot, red, orange, yellow, crackle, flicker, sparks, embers, ash, fireworks, bonfire, whizz, bang, hiss, pop, safety, emergency.