
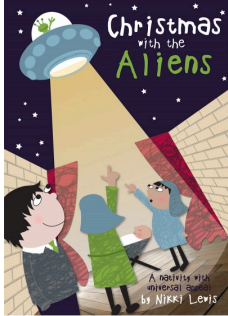
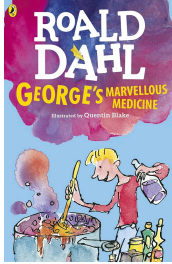



Adventurers – Autumn 2 - The Great Fire of London!

Key Texts			Key Questions	Key Artistic Inspiration
 <p>The Great Fire of London by Emma Adams.</p>	 <p>Christmas with the Aliens by Nikki Lewis</p>	 <p>George's Marvellous Medicine by Road Dahl</p>	<p>What made the Great Fire of London so great?</p> <p>What features do we see in a recount?</p> <p>Who created the collage art 'The Snail'?</p> <p>What do we notice when we see a change in seasons?</p>	 <p>The Snail by Henri Matisse</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To appreciate and reflect on Remembrance Day. To appreciate people who help us in our community including fire fighters. To reflect and think about what we are thankful for at Christmas.</p>	<p>Writing a recount about the Great Fire of London. Using a timeline to show key historical events. Knowing how fire safety has changed from 1666 to 2024. To learn about fire safety linking to the Great Fire of London and bonfire night.</p>	<p>In Forest Based Learning exploring the environment seasonal change, creating autumn wreaths, blindfold trust games using Commando Joes, planting and wood cookie necklaces. To create own collage art based on the artist Henri Matisse.</p>

Time to Shine opportunities
<p>To create a recount based on the Great Fire of London, recalling key historical facts learnt.</p>

Writing	Reading	Maths	
Composition	Understand texts	Place value up to 100	
Recount – writing for a purpose		Shapes	
Links to prior knowledge: Use of sentence structure Autumn 1. Use of adjectives.	Links to prior knowledge: Inference based on character actions, retelling known stories.	Links to prior knowledge: Place value (up to 10 – Year 1, up to 100 – Year 2)	
Concept Threshold: Can you use names of people, places and things? Can you re-read writing to check it makes sense? Can you use the correct tense? (past tense) Can you form capital letters? Can you use full stops? Can you use the prefix un-? Can you use conjunctions?	Concept Threshold: <u>Year 1</u> u, u_e, ue, ew, er, ir, ou, oy sounds across the half term. Common exception words- oh, their, people, Mr, Mrs, looked, called, asked, could, water, where. Answering questions about a given text <u>Year 2</u> w, wh, f, ff, ph, u, ou, u_e, ue, ew, oul, ar, a, al, as sounds to recap from Year 1 possessive apostrophes suffixes - adding es to verbs that end in a y. e.g. copies, tries, flies. Answering questions about a given text	Concept Threshold: <u>Year 1</u> <u>Place value</u> To count beyond 20 Counting in tens Make groups of tens and ones. Partition into tens and ones Begin to use a place value chart Number lines 1 more and 1 less compare numbers with the same amount of tens. Compare any two numbers Order numbers.	<u>Year 1</u> <u>Shape</u> Recognise and name 2D and 3D shapes Counting sides, vertices on 2D shapes Drawing 2 D shapes Counting vertices, edges and faces on 3D shapes Sort 2D and 3D shapes Patterns with 2D and 3D shapes.
		<u>Year 2</u> <u>Place value</u> To count beyond 20 Counting in tens Make groups of tens and ones. Partition into tens and ones. Flexible partitioning Use and place value chart Number lines Estimate on number lines 1 more and 1 less compare numbers with the same amount of tens. Compare any two numbers Order numbers.	<u>Year 2</u> <u>Shape</u> Recognise and name 2D and 3D shapes Counting sides, vertices on 2D shapes Drawing 2 D shapes Counting vertices, edges and faces on 3D shapes Sort 2D and 3D shapes Patterns with 2D and 3D shapes.
Contexts for learning: Writing a recount of the Great Fire of London.	Contexts for learning: Reading from Rocket Phonic, reading recounts and answering questions about recounts.	Contexts for learning: Addition and subtraction key question, problem solving and fluency.	
Key Vocabulary: Noun, sentence, tense, past tense, capital letters, punctuation, suffix, root word.	Key Vocabulary: phonic knowledge, decoding, suffix, root word, retrieval.	Key Vocabulary: place value, tens, ones, compare, greater than, less than, equal to, number line.	

Music	History	Science
Composition	The Great Fire of London	Seasons
Links to prior knowledge: percussion work from Autumn 1.	Links to prior knowledge: Year 2 exploring sources in Year 1.	Links to prior knowledge: seasonal knowledge in EYFS.
Concept Threshold: Can you create a simple melody using tuned and untuned instruments/vocal? Can you perform songs? Can you contribute to a whole class performance? Can you work in small groups to create a simple composition?	Concept Threshold: When and where did the fire start? Why did the fire spread so quickly? How did people try to put out the fire? How and when was the fire put out? What happened after the fire was put out?	Concept Threshold: What are the four seasons? To compare the four seasons. To explain how animals adapt over the year. To explain how humans change over the year. To explain how night and day changes over the year. To use graphs.
Contexts for learning: Working in groups to discover timbre and melody. Whole class Christmas production.	Contexts for learning: using artefacts to find out information about the past, using timelines to show events, sorting between artefacts from the past, now and how they've changed.	Contexts for learning: Exploring the seasons across the year.
Key Vocabulary: timbre, melody, performance, composition	Key Vocabulary: fire, London, bakery, Pudding Lane, changes,	Key Vocabulary: seasons, spring, summer, autumn, winter, animals, nature, year, weather, weather types.

Computing	RE	PSHE
Code	What does it mean to belong to a faith community?	Mental wellbeing
We are game testers		
Links to prior knowledge: coding from Autumn 1	Links to prior knowledge: Knowledge from Muslim unit from Autumn 1.	Links to prior knowledge: Zones of regulation
Concept Threshold: Can you observe and describe what happens in computer games? Can you make predictions on what a computer game will do? Can you think about a sequence of instructions for a computer to follow? Can you work out strategies for playing a game well? Can you be aware of how to use games safely and in balance with other activities?	Concept Threshold: What does it mean to belong to a community? Which symbols show that someone belongs to a faith community? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do people show they belong with another person? What does it mean to belong to a faith community?	Concept Threshold: Kindness We all have feelings Good and not so good feelings Big feelings Changes
Contexts for learning: Exploring games on Scratch.	Contexts for learning: Exploring what it means for each of us to belong to a community and what it might mean to belong to a faith community. Considering how people show that they belong to a faith community.	Contexts for learning: Exploring zones of regulations.
Key Vocabulary: algorithm, computational thinking, input, output, pattern recognition, repetition, scratch, source code, sprite.	Key Vocabulary: Muslim, Jew, Jewish, Christian, baptism, dedication, marriage, wedding, symbol	Key Vocabulary: happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, good feelings, not so good feelings, comfortable, not comfortable, change, permanent, temporary.
Art		PE
Master Techniques		Games
Collage		Develop practical skills in order to participate, compete and lead a healthy lifestyle
Links to prior knowledge: drawing techniques from Autumn 1.		Links to prior knowledge: Developing tactics in Autumn 1.
Concept Thresholds: Can you use a combination of materials that are cut, torn and glued? Can you sort and arrange materials? Can you mix materials to create texture?		Concept Thresholds: Can you use the term opponent and team mate? Can you use rolling, hitting, running, jumping, catching and kicking skills in combination? Can you develop tactics? Can you lead others where appropriate?
Contexts for learning: Creating their own Great Fire of London scene using collage materials and skills inspired by Henri Matisse.		Contexts for learning: Football games
Key Vocabulary: Collage, artist, Henri Matisse, arrange, tear.		Key Vocabulary: dribble, skills, kicking, goal, teamwork,