



Fires and Flames Spring 2



Our Key Enquiry Questions is...

Can disasters have a positive impact?

Websites:

<http://www.fireoflondon.org.uk/game/>
<https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39>
<https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/>

Books:

The Great Fire Of London (Beginning History) by Liz Gogerly
The Great Fire of London (Start-up History) by Stewart Ross

Places to Visit:

Newcastle Quayside
St. Mary's Heritage Centre (Gateshead)

Challenges for Home:

Create a map of London in 1666 showing the location of the River Thames, Pudding Lane bakery and where the fire spread. This could be drawn or collaged. Alternatively, you could create a 3D map with miniature buildings.

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be
#ResponsibleCitizens

Through our creative curriculum, we will be
#HavingFun whilst learning.

We will continue to inspire and develop
#ConfidentIndividuals

Having fun, achieving excellence.

Successful learners. Confident individuals. Responsible citizens.

Key Dates and Reminders:

22nd February return to school
Wb 1st March World Book Week
Wb 8th March Science Week

Literacy

We will be looking to create vivid setting descriptions using the context of the Great Fire of London. As the children become more informed on the Great Fire of London they will be able to write with authority and purpose. Furthermore, we will explore Discussion texts as we try to present a reasoned and balanced overview of the events and impacts of the Great Fire of London. Exploring sources of evidence such as Samuel Pepys' diary will also allow the children the opportunity to write a range of recounts including a diary and newspaper report.

In addition, we will also be celebrating World Book Week from 1st March with opportunities for children to access a wide range of books read by staff throughout the school community.

We intend to finish the half term with narrative writing opportunities based on a fantastic story written by Antony Browne.

Numeracy

Children have briefly covered 2-D and 3-D shapes in Year 1. Now there is an opportunity to delve deeper into this concept using the correct mathematical language to describe the properties of these shapes such as vertices **not** corners! We will endeavor to make this series of shape teaching and learning opportunities as practical as possible using outdoor space to explore shapes in nature.

We will also begin our learning with fractions using a range of concrete manipulatives and real life representations to provide a context to a traditionally abstract area of Numeracy. The children will be able to recognize quarters, thirds and halves whilst also looking into equivalent fractions and beginning to count in fractions.

We will of course continue to reinforce mathematical skills surrounding number and place value as well.

PE *Having fun, keeping healthy and learning new skills...*

We will continue to use input from Newcastle PE & School Sport Services as well as Lee Sterry with #ThisisPE to support our remote education provision. In Gymnastics we will focus on Dynamic Balances and Agility whilst during Games lessons we will develop Net & Wall skills.

PSHE

We will start with our 'No Outsiders' approach promoting community cohesion whilst preparing our children for life as global citizens. There will be a series of lessons about money. We will explore how to spend money responsibly, save money and the different jobs that people do to earn money.

RE *Developing respect, tolerance, understanding and knowledge...*

This half term we will outline the key beliefs and practices in Islam whilst giving children the opportunity to learn about the historical foundation of the religion. Children will have opportunities to express their own feelings about these beliefs and practices.

Music

We will be continuing our work using the Charanga music programme focusing on listening and appraising a range of musical styles. Children will use a range of instruments and be given the chance to create their own lyrics as well as focussing on pitch, rhythm and tempo.

Computing

The children will use iPad 'book creator' to create their own fact books about The Great Fire of London. They will spend time researching different materials and apply facts they have learned, to create an interactive book complete with pictures and sound effects too. They will also use their Microsoft Publisher skills to design a fire safety poster.

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Science

As part of our Materials unit the children will be finding out how the shapes of solid objects made from some materials can be changed. Also looking into the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock and paper/cardboard. We will identify and compare them by discussing physical properties, such as strength, flexibility and transparency.

As part of our Sources of Light unit we will observe, name (electric lights, flames and the Sun) and explain how we see things with light travelling from the light source to our eyes.

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/Design Technology

The children will design their very own Tudor style house thinking carefully about the lines and patterns that were used in the Tudor period. They will then create their house using a box and mark and measure lines to create their own unique style of pattern.

We will also be inspired by the events at Pudding Lane bakery to get our aprons on and bake some bread!

History

The children will use historical resources, including photographs, texts and artefacts to gather an insight into the Tudor period and research Great Fire of London. They will find out about the causes and consequences of the fire and what the people of London had to change in order to prevent another disaster.

They will use what they know about life today, to compare.

Using the information gathered, the children will role-play as people from the fire, write diary entries, create a timeline and write a newspaper report on the Great Fire. The children will also learn key facts about the Great Fire of Newcastle and Gateshead and what life was like for people in this time as well as the impact the fire had had on our local area. We will also be exploring chronology as we place both events on timelines to see where they sit in our history.

Historical Evidence Enquiry, Cause and Consequence, Continuity and Change, Chronology

Geography

The children will begin their topic by locating London and looking at human and physical features from both now and in the past. They will think about what kind of place it is and then look at maps to show the path the fire took when it began in 1666.

We will explore the Quayside to learn about the fire of Newcastle, using a variety of sources of evidence to locate key features of the River Tyne and identify their purpose. Using aerial photographs of the Quayside, they will use positional language and grid references to identify and locate these same landmarks. Children will then create their own maps and use a key to identify important features.

Location and Place, Cause and Effect, Planning and Decision Making, Change

Key Vocabulary

History

Chronology
Cause and Consequence
Sources of evidence
Reliable
Disaster
Tudor period
artefacts
Timelines
firefighters

Geography

Human and physical features
Maps
Aerial photographs
Positional language
Grid references
Landmarks
Quayside (Newcastle/Gateshead)
London

Science

Materials
Sources of light
Reversible and irreversible changes
Suitability
Travel
Flames
Electric light
Sun
Eyes

Literacy

Recount, noun phrases, describe, settings, diary entry, newspaper report, 1st person writing, chronological order, discussion texts, present both sides of an argument,

Numeracy

2-D shape, 3-D shape, symmetry, fractions, numerator, denominator, edges, vertices, faces, sort, $1/2 = \text{half}$, $1/4 = \text{quarter}$, $1/3 = \text{third}$,

Key Stage 1

- *Can you read these words with a grown up and talk about what they mean?*
- *Do you know any similar words?*

Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

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