

## English

**Reading** – Key texts: 'Katie in London' by James Mayhew; 'Charlie and Lola: We Completely Must Go to London' by Lauren Child; 'The Town Mouse and the Country Mouse' an Aesop Fable.

**Developing pleasure and motivation to read.** Comprehension skills focusing on Y1 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** – Participating in discussions, presentations, role plays based on The Great Fire of London. Debate on living in the town or country.

**Writing Composition** –

**Historical Narrative:** Sequencing events, composing a recount and writing a character study based on the Great Fire of London.

**Poetry and recitation: Shakespeare**

**Nonfiction:** Adding labels and captions to diagrams of methods of transport found in London.

**Spelling:** Weekly spellings linked to National Curriculum spellings for Year 1.

**Grammar:** Linked to the National Curriculum requirements for Year 1. Focus: adding suffixes to verbs; using conjunctions to expand sentences and using capital letters for pronouns.

**Handwriting:** A focus on letter formation and letters being correctly positioned on the line. Emphasis on neat presentation and pride in all written work.

## Art

**Develop a wide range of art and design techniques in using colour** – we will be exploring the colour wheel and mixing primary colours.

We will be exploring historic posters that advertise London and making modern day ones that inspire children to visit our capital city.

## PSHE

We shall be meeting our Yogimogi characters and finding out what values they stand for and reading and telling stories that show examples of these values being expressed through behaviours and attitudes. We will embed these values in the classroom and during playtimes.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

**Learning through thoughts, feelings and experiences about and from religions**

**Key Question:**

Who is a Christian and what do they believe? This unit will be looking at the core of Christianity through stories and finding out about the symbols and images are used to express ideas about God. We will visit a church and find these symbols and images.

## Geography

In this unit we will be using tale of The Town Mouse and The Country Mouse to compare London and Stratford using basic geographical vocabulary.

Name, locate and identify characteristics of the four countries and capital cities of the UK.

Use simple compass directions (North, South, East and West) and directional language to describe locations on a map of London.

songs and speaking chants and rhymes.

Looking at traditional songs based on London:

*Oranges and Lemons* – composing a new version using London landmarks.

London's Burning – learning the words and looking at the lyrics of this famous song linked to our history lessons.

## Design and Technology

**Designing and making functional, purposeful appealing products and evaluating these** – links with The Great Fire of London.

We will be researching houses that caught fire during The Great Fire of London. The children will be designing and making houses as replicas. These will be used to compare the houses with homes we have now. Prepare and bake scones, using a range of cooking techniques, that will be eaten at our Afternoon Tea.

## Maths

Our mental starters will have a focus on number; count to and across 100, reading and writing numerals to 100 and writing numbers to 20 in words, counting in 2's, 5s and 10's, and number bond facts.

**Addition and subtraction** – add and subtract one-digit and two-digit numbers to 20, including 0. Representing these using objects and number sentences.

**Multiplication and division** – one step problems to solve. Problems using objects to 'share out'.

**Measurement** – sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

Money – exploring and using money linked to our topic.

**Geometry** – investigating lines of symmetry in 2D shapes.

**Fractions** – recognise, find and name a half as 1 of 2 equal parts of a 2D shape.

**Cross-curricular links:** In our topic lessons we will be applying our measuring skills by comparing lengths and shapes of landmarks of London.



## Bright Lights, Big City

Curriculum Plan - 2 018

Year 1 Miss Wheatley

**Super Start:** creating and exploring London's iconic skyline  
**'Fantastic Finish:** Dress up in your best attire for afternoon tea with the Queen.

## Physical Education

**Developing fundamental movement skills, balance and coordination individually and with others across a range of activities and challenges.**

**Games** – using netball passes to show a range of throwing and catching movements. Participate in a netball game using some key rules.

**Gymnastics** – with travel as our theme the children will be showing different ways to travel using various rolls and balances.

## Computing

**Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions**

**Use technology purposely: composing an email to the Queen.**

## Science

**Everyday materials:** Distinguish between an object and the material from which it is made. Describing different materials and understanding their properties. Thinking about what the materials purpose is and then looking at its everyday use in the home.

Using Discovery Dog to plan and carry out an investigation into materials that will be good for making houses and house hold objects.

Working scientifically: Beginning to predict what they think will happen and using their observations and ideas to answer questions.

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual:** Looking at buildings in our great capital and their uses over the years.

**Moral:** Understand how people worked together to help during the aftermath of The Great Fire of London.

**Social:** Develop an understanding of the local community during this tragic event.

**Cultural:** Understand the diversity through the different buildings and places of interest in London.

**Democracy:** Researching The Houses of Parliament as a historic landmark in London.

## History

**Learn about events beyond living memory that are significant nationally or globally.**

Researching and understanding The Great fire of London and the events that lead up to this. Understanding the reasons why the fire caught and the resources we now have in place from the learnings of this event.

