

**English**

Traditional Tales: Learning will shape around the story of The Three Little Pigs. Children will explore sequencing a story, using extended sentences and paragraphs. They will explore the story of 3 little pigs and alternative versions, writing their own spin on the traditional tale.

Non- Fiction: With a further focus on sequencing, learners will think about life in the 1600s and write diary entries from different perspectives and based on significant historical events e.g. gun powder plot and The Great Fire of London. Children will think about painting a picture in the readers mind.

**Maths**

Children will begin to think of the most efficient methods for adding and subtracting numbers up to 100. They will apply this knowledge in worded contexts. Children will look at multiplication and the related inverses in problem solving activities. Children will also explore time and the related vocabulary.

**Science**

Children will learn about a range of materials and their durability in different contexts. This will link to the English unit as well as the History topic. Children will learn about fair testing when testing different materials for a range of purposes e.g. cushioning/ protecting/ waterproof/ changing.

**Physical Education**

This term will see children developing their aerobic skills through dance and story. Children will sequence dance in high energy and fun activities and discuss the importance of keeping fit! We will also build on the disciplines of our recent gymnastic unit by refining and sequencing movements, balances, shapes and jumps.

**London's Burning!**



**Hook for Learning**

How did fire change London in the 1600s?

**Rationale**

This topic builds on the historical concepts learnt from the previous history unit. Children have acquired a basic understanding of the concept threshold of chronology and secondary sources. This will be further developed through a new era that will be compared and contrasted through the relevant subjects. Children will think about artefacts, opinion and for the first time, how different historical events could have impacted today.

**Curriculum Enrichment**

Children will depict the story of Guy Fawkes by retelling through a collaborative drama activities.

**Computing**

E-Safety: Children will learn about how to use search engines safely and responsibly.

Creating Pictures: Children will use a range of software, tools and techniques to create pictures of fire. These will be evaluated and refined for different purposes. Children will evaluate and edit these pictures once saved, creating fiery silhouettes.

**Humanities**

The children will learn about sequencing historical events using secondary sources. This will involve the Great Fire of London. Children will write historical recounts and think about how we can learn from the past as well as further build on the chronology of the previous topic. We will also focus on London as a city, comparing the human features past and present.

**Music**

Children will learn to discriminate between the beat and rhythm. They will explore how pace can affect the mood of a piece of music and how we can move to it. They will compose their own music to demonstrate their awareness of beat and rhythm using a range of percussion instruments.

**Design (Art / Technology)**

Children will use paint to explore different tools and techniques, including brush strokes, finger painting, printing and paint blowing, collage to create different effects. This will link to the Great Fire of London and depict a silhouette scene. Children will use this topic to also design their own houses, thinking about nets, purpose and design.

**Religious Education**

What can Hindus learn from the story of Rama and Sita? Listen and respond to stories highlighting the morals and values of believers in practice.