

**Music:**

**Skills:** Use voices expressively and creatively. Play and un-tuned instrument musically. Rehearse and perform with others. Listen with concentration to recorded music and recall sounds with increasing aural memory. Explore music using movement and dance. Make improvements to own work. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised, play instruments in different ways and create sound effects, handle and play instruments with control, identify different groups of instruments, contribute

**Outcome:** Sing **London's Burning** in a round, **London Bridge Is Burning Down, Ring A Ring Of Roses**. Build-up of sounds for the fire. to the creation of a class composition.

**Tasks:** exploring instruments, singing songs.

[www.singup.org](http://www.singup.org)

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**Literacy links:**

Yr1 – Poetry and traditional tales

Yr2 – Poetry and traditional tales

**Cold Writing:**

Instructions for how to make a house.

**Maths links:** Great Fire  
Word Problems

**Drama:** First Steps In  
Drama (two sessions)

History suitcase from  
History Centre

**Art:**

**Skills:** Explore different methods and materials as ideas develop. Begin to use and understand the visual and tactile elements and associated terminology - colour, pattern, line, tone, texture. Use thick and thin brushes. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines.

**Tasks:** Drawing from imagination, explore using water colours to make flames painting. To use black paper to make silhouettes. To sketch artefacts from the Great Fire of London. Exploring media to make different flames (fire collage)

**Outcomes:** sketches, painted houses, silhouette painting, KS1 fire collage.

**RE:**

Christmas and  
Revelation

## The Great Fire of London - 5 weeks

**History:**

**Skills:** Identify some of the different ways the past has been represented. Know why events happened as a result. Place events on a time line. Use dates where appropriate. Describe historical events from Britain. Communicate their knowledge in a variety of ways. Observe and handle evidence to ask questions and find answers about the past. Understand some of the ways in which we find out about the past.

**Tasks:** **Introduction PowerPoint.** Develop own questions from panoramic picture, sequence events/story on a time line, comparing London now and then, reasons for why the fire started (true/false statements or completing task), fire spreading and fire safety poster, diary of Samuel Pepys (own version), which evidence is best? What have you learnt? (Now and Then - what has changed), newspaper report - record. Look and discuss artefacts from history suitcase.

**Outcomes:** time line, comparison, safety poster, true/false statements, diary entry, now and then - what have you learnt.

**PE (Dance)**

**Skills:** Copy and remember moves and positions. Move with careful control and coordination, Link two or more actions to perform a sequence, choose movements to communicate a mood, feeling or idea.

**Tasks:** to perform different movements in a sequence.

**Outcomes:** To perform a dance piece to the Great Fire of London.

<http://www.dancenotes.co.uk/lessons/preview/The%20Great%20Fire%20of%20London.pdf>

**Hook:** Rainbow Theatre in to finish topic (31<sup>st</sup> January). **Introduction PowerPoint & Panorama** -

<http://images.scholastic.co.uk/assets/a/c/o/b3/great-fire-of-london-550499.swf>

**Show Case:** Family learning – build houses(wed – 1<sup>st</sup> Set fire to the houses.

**Science:**

See separate plan - link materials investigation to topic

**Year 1:** Winter/Materials

**Year 2:** Winter/Materials

**Homework:** find out about London today using pictures and words.

**DVD:** Magic Granddad

<https://www.youtube.com/watch?v=VarSSAwimU>

**Design Technology:**

**Skills:** Generate their own ideas with adult support. Draw sketches and templates and produce mock ups. Cut materials safely using tools provided. Demonstrate a range of joining techniques. Make products, refining the design as work progresses. Evaluate their ideas and products against design criteria. Talk about their ideas, saying what they like and dislike. Identify what they could have done differently. Identify how they could improve their work in the future.

**Tasks:** To make an initial design. To explore materials. To build a house using a variety of materials and joining techniques. To self-evaluate their products and peer-evaluate a friend's product..

**Outcomes:** to design and build a house structure for show case – to burn.