

The Big Question: Why did London Burn?			Main Subject Focus: History	Year Group: 1	Term: Spring 2
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
<p><b>Working scientifically</b>            I can use simple data to answer questions.            I can use observations to suggest answers to questions.            I can gather and record data to help in answering the questions            I can explain to others what I have found            I can conduct simple tests.            I can make relevant observations using simple equipment            I can ask simple questions and recognise that they can be answered in different way            I can identify and classify things.</p>	<p><b>Enquiry skills and communication</b>            To begin to use sources as a basis to ask and respond to questions</p>	<p><b>Local and national history</b>            I know why the Great fire of London happened            I can explain what life might have been like for people living through the Great fire of London</p> <p><b>Chronology</b>            I can order information based on what happens next in a series of events.</p> <p>I use phrases like old, new and a long time ago.</p> <p><b>Historical Concepts and abstract terms</b>            I can match the word to the picture of a historical event, person or place.</p> <p>I can talk about one key event in the Great Fire of London.</p> <p><b>Historical Enquiry</b>            I can identify the difference between a</p>	<p><b>Online Safety: Key Skills</b>            I follow the SMART rules.            I use the search engines agreed by the school through my individual pupil Microsoft Office 365 account            I can use a username and password independently to access my Microsoft Office 365 account            I know what to do if I find something inappropriate online or something I am unsure of            I know who to tell if I find something inappropriate online or something I am unsure of            I can make choices when navigating through sites by selecting an appropriate image</p> <p><b>Online Safety: knowledge and Understanding</b>            I know that it is not always possible to copy some text and pictures from the internet            I know that personal information should not be shared online</p>	<p><b>Gain and deploy skills</b>            Give an example of a belief about Jesus            Find out more about Jesus inferring a simple idea from a story</p> <p><b>Know and understand religions and world views</b>            Suggest a meaning for a symbol, song or artefact from Christianity</p>	<p>Diaries            Letter            Descriptions</p> <hr/> <p><b>ReflectEd</b>            Asking questions can help them understand what they have read.            Begin to learn how to summarise the main aspects of a text.            Visualisation strategies can help them with their reading.            How to solve a mathematical investigation using problem solving strategies.            How to solve a mathematical investigation using problem solving strategies.            The importance of memory and how it helps us to learn.</p>

		<p>photograph and a picture</p>	<p>I know that I must tell a trusted adult immediately if anyone tries to meet me via the internet</p> <p><b>Digital Literacy: Power-point</b></p> <p>I can combine media to present information including text and images Information Technology</p> <p>I can use a website to search for and copy and paste images into</p> <p><b>Digital Literacy: Word</b></p> <p>I can use the space bar on a laptop</p> <p>I can locate and use the full stop key on a laptop</p> <p>I can use the caps lock button</p>		
<p><b>Novel/Books: Toby and the Great Fire of London</b>  <b>Visit/Enrichment Experience: Partake Company</b>  <b>theatre workshop/bread making</b></p>					
<b>RSHE Area of Study</b>	<b>Art: Area of Study</b>	<b>PE: Area of Study</b>	<b>DT: Area of Study</b>	<b>Music: Area of Study</b>	<b>Reading opportunities</b>
<p><b>Health and Well-being</b></p> <p>Who helps us to keep safe?</p> <p>I know that people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people</p>	<p>I can name primary and secondary colours, and I can mix colours, including darker and lighter tones to make a background for ‘The Fire of London’ houses using poster paint</p>	<p><b>Athletics/Fitness</b></p> <p>I can copy actions</p> <p>I can repeat actions</p> <p>I can move with control and care</p> <p><b>Net and Wall</b></p> <p>I can move and stop safely</p>	<p><b>Make/ Technical knowledge</b></p> <p>I use my own ideas to make something</p> <p>I make a product which moves</p> <p>I make my model stronger using Sellotape and glue (prip stick).</p>	<p><b>Singing Assembly Performance</b></p> <p>I can copy a pitch that is sung to me.</p> <p>I can use my voice to speak, chant and sing.</p>	<p>Books based around the topic borrowed from the ELS, based around our topic e.g. story books, non-fiction texts etc.</p>

<p>I know who can help me in different places and situations</p> <p>I know how to attract someone's attention or ask for help and what to say</p> <p>I understand how to respond safely to adults I don't know</p> <p>I know what to do if I feel unsafe or worried for myself or others; and the importance of keeping on asking for support until I am heard</p> <p>I know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>I know how to cut, roll and coil paper to make flowers for a Mother's Day card</p>	<p>I can throw in different ways</p>	<p>Use levers and sliders as mechanisms using split pins.</p> <p>I describe how an existing product works</p> <p>I can say something that I like about my product and something I would improve</p>		
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