# **Curriculum Sequence Spring - Year 1**

# 'London's burning'- The Great Fire of London.



### Science

Materials - Identify and name a variety of everyday materials, including wood, plastic, glass, metal.

#### INTENT

Tol be able to distinguish between an object and the material from which it is made. To describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials based on their physical properties.

### **Sequence of lessons:**

- We are learning to describe and explain what materials different objects are made from
- 2. We are learning to describe the properties of different materials.
- 3. We are exploring magnets and what materials are attracted to them.
- 4. We are learning to sort objects based on their properties (hard, soft, stretchy etc.)
- 5. We are making choices about which materials are best for building a house linking with the Great Fire Of London.
- 6. We are learning to use alternative materials to build a house.

### Outcome/composite

Children are able to sort, classify and identify materials using scientific words. Children will be able to understand what materials are best for making a house and how this had an impact on the Great Fire Of London.

### PE

Develop balance and co-ordination and to work co-operatively with others.

#### INTENT

To move safely and with confidence, travelling in different ways and learning to balance on different body parts.

### **Sequence of lessons:**

- 1. We are learning to travel in different ways from low to high.
- 2. We are learning to balance on small body parts e.g. hands and feet.
- 3. We are learning to use different ways of moving e.g. Under, over, through apparatus.
- 4. We are learning to travel creatively towards and away from apparatus.
- 5. We are learning to rock successfully on different body parts.
- 6. We are learning to perform a range of movements on, off and around apparatus.

# Outcome/composite To move safely in different ways and to balance using different body parts.

### Computing

Internet safety

#### INTENT

To provide our children with the correct information to stay safe when being online.

### **Sequence of lessons:**

- 1. We are learning about how Technology helps us.
- We are learning to identify examples of computers and describe some of their uses.
- 3. We are learning about Information Technology around us.
- 4. We are learning to stay SMART when online and understand what Smart stands for.
- 5. We are learning about safer internet day
- 6. We are learning to understand what personal information I need to keep

Outcome/composite
Children will understand what technology is and are able to use the internet in a safe way.

# **History**Great Fire of London

#### INTENT

To learn about the Great Fire of London.

### **Sequence of lessons:**

- 1. We are learning about London in the past and present.
- 2. We are learning about what life in the 17<sup>th</sup> Centaury was like.
- 3. We are learning about the events of the Great Fire of London.
- 4. We are learning to investigate how we know about the Great Fire.
- 5. We are learning what happened after the Great Fire.
- 6. We are learning to make a report about the Great Fire.

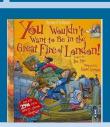
### Outcome/composite

Children will be able to make a factually correct report about the great Fire of London.





Reading opportunities





# **Curriculum Sequence Spring - Year 1**

# 'London's burning'

### RE

What do Christians believe God is like?

### INTENT

To develop an understanding of what Christians believe God is like by investigating parables and prayers.

### **Sequence of lessons:**

- ■1 We are learning about what a parable is and how it is linked to Jesus.
- •2- We are learning about the story of the Lost Son from the Bible.
- •3- We are learning about forgiveness and why Christians believe that it is important.
- •4- We are learning about what Christians believe are the four types of Prayer.
- •5- We are learning to compare prayers and what they teach us about God.
- •6-We are learning to make our own poster about what Christians believe God is like.

## D.T.

**Tudor houses** 

#### INTENT

Fo design and make a Tudor house, like the ones fron the Great Fire of London.

### Sequence of lessons:

- 1. We are learning what houses looked like in the 1666.
- 2. We are learning about what materials Tudors built with.
- 3. We are learning to experiment with different building materials.
- 4. We are learning to design our own Tudor house.
- 5. We are learning to build our own Tudor house.
- 6. We are learning to decorate our own Tudor house.

# Geography

#### INTENT

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### **Sequence of lessons:**

- 1. WAL what an aerial view is.
- 2. WALT to draw a plan of the classroom.
- 3. WALT understand what makes a good map.
- 4. WALT draw a "messy map" of the school grounds.
- 5. WALT draw a map of the school grounds with symbols and a key.
- 6. WALT draw a map of the school (cont)

### **PSHE**



### **Dreams and Goals:**

In this puzzle the class discuss how to stay motivated when doing something challenging. They learn how to keep trying even when things get difficult. The children are taught to have a attitude and positive the importance of working with partners and in a group. As a class we will work hard to encourage each other to achieve our dreams and goals.

### Outcome/composite

Each child will produce a poster about what they believe God is like.

### Outcome/composite

Each child will have a unique Tudor house that they have designed and make themself.

Outcome/composite Children will progress from drawing a "messy map" to a more formal map.

### Outcome/composite

Children have set simple goals and worked together to achieve them. Children can say how they felt when they succeeded in a new challenge.