

# Curriculum Sequence Spring – Year 1


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



Science	PE	Computing	History
Materials - Identify and name a variety of everyday materials, including wood, plastic, glass, metal.	Develop balance and co-ordination and to work co-operatively with others.	Internet safety	Great Fire of London
INTENT To 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.	INTENT To move safely and with confidence, travelling in different ways and learning to balance on different body parts.	INTENT To provide our children with the correct information to stay safe when being online.	INTENT To learn about the Great Fire of London.
Sequence of lessons:  <ol style="list-style-type: none"><li>We are learning to describe and explain what materials different objects are made from.</li><li>We are learning to describe the properties of different materials.</li><li>We are exploring magnets and what materials are attracted to them.</li><li>We are learning to sort objects based on their properties (hard, soft, stretchy etc.)</li><li>We are making choices about which materials are best for building a house linking with the Great Fire Of London.</li><li>We are learning to use alternative materials to build a house.</li></ol>	Sequence of lessons:  <ol style="list-style-type: none"><li>We are learning to travel in different ways from low to high.</li><li>We are learning to balance on small body parts e.g. hands and feet.</li><li>We are learning to use different ways of moving e.g. Under, over, through apparatus.</li><li>We are learning to travel creatively towards and away from apparatus.</li><li>We are learning to rock successfully on different body parts.</li><li>We are learning to perform a range of movements on, off and around apparatus .</li></ol>	Sequence of lessons:  <ol style="list-style-type: none"><li>We are learning about how Technology helps us.</li><li>We are learning to identify examples of computers and describe some of their uses.</li><li>We are learning about Information Technology around us.</li><li>We are learning to stay SMART when online and understand what Smart stands for.</li><li>We are learning about safer internet day</li><li>We are learning to understand what personal information I need to keep</li></ol>	Sequence of lessons:  <ol style="list-style-type: none"><li>We are learning about London in the past and present.</li><li>We are learning about what life in the 17<sup>th</sup> Centaury was like.</li><li>We are learning about the events of the Great Fire of London.</li><li>We are learning to investigate how we know about the Great Fire.</li><li>We are learning what happened after the Great Fire.</li><li>We are learning to make a report about the Great Fire.</li></ol>
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 .	Outcome/composite To move safely in different ways and to balance using different body parts.	Outcome/composite Children will understand what technology is and are able to use the internet in a safe way.	Outcome/composite Children will be able to make a factually correct report about the great Fire of London.
Reading opportunities			
			

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## ‘London’s burning’

RE What do Christians believe God is like?	D.T. Tudor houses	Geography	PSHE
INTENT To develop an understanding of what Christians believe God is like by investigating parables and prayers.	INTENT To design and make a Tudor house, like the ones from the Great Fire of London.	INTENT T	
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.	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.	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)	<b>Dreams and Goals:</b> 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 positive attitude and 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 .