

Subjects covered in the national curriculum:

Geography/History

Great Fire of London
Remembrance Day
The UK and capital cities.

English

Imitating, innovating and inventing our own story using the story Meerkat Mail.
Exploring stories about animals and the places they live.
Great Fire of London- diary entries/newspaper articles/ letters
StoryTime Phonics

Art/DT

Art- Drawings-observations of buildings and other habitats
D&T-designing homes/houses

Maths

Word Problems- How many bricks/windows/door?
Measuring parts of buildings.
Number: Place Value
Number: Addition and Subtraction
Geometry: Shape

Computing

Online Safety and Exploring Purple Mash

TOPIC TITLE

Through the Keyhole

Music

Learning to Sing 'Summer, Autumn, Winter, Spring'
Unit 'Hey You!' Copy and repeat patterns.

RE

How do Christians belong to their faith family?
What does the Nativity story teach Christians about Jesus?

RSE

My Feelings/My Body
All About Me (Reception)
All About My Family (Yr1 and 2)

Enrichment

Trip linked to habitats.
Visitor linked to the Great Fire of London.

Science

Living things and their habitats
Food chains
Wormery- longitudinal study
Explore questions 'Is a flame alive?' 'Is a deciduous tree dead in winter?'

PE

Football

The skills you will develop in this topic:

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate capital cities of the UK and describe features studied ♣ understand geographical similarities and differences through studying the human and physical geography of a local area.

Art: ♣ use a range of materials creatively to design and make products ♣ use drawing to develop and share their ideas, experiences and imagination ♣ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Design Technology ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including textiles according to their characteristics ♣ evaluate their ideas and products against design criteria

History ♣ recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ learn about events beyond living memory that are significant nationally or globally- The Great Fire of London/ Remembrance Day

Science asking relevant questions and using different types of scientific enquiries to answer them ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written

explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ name and identify a variety of common animals

RE: discussion and reasoning, exploring ideas (theology), comparing and developing lines of enquiry (social human science), reflection.

Computing: ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Music: to listen and appraise hip hop songs, complete musical activities to develop knowledge and understanding of interrelated dimensions of music, perform their own song ♣ to rehearse and perform a song.

The knowledge you will need to know:

Geography- Location knowledge –England, Norfolk, Fakenham, rural, urban, city, town, village. **Place knowledge** – same, different, compare. **Human and Physical Geography** – landscape, rivers, coast, forest, roads, buildings, paths

History- When did they Great Fire of London happen? How did it happen? Why is it significant? What is Remembrance Day? Why is it important? How have places changed in our lives e.g. our homes/ villages/ towns?

Science – What the different animal groups? What is a habitat? Why are they different for different animals? What are habitats made up of? What is a food chain? Why are they significant?

RE- I will know what it is like to belong to a faith family. I will know how Christians belong to a faith family. I will know what the Christmas nativity story teaches Christians about Jesus.

Home Learning ideas:

- Research about different animals and habitats.
- Research about the Great Fire of London.
- Look at different houses where you live and see how they are different and similar
- Read stories with letters in e.g. the jolly postman, meerkat mail

Vocabulary I need to know:

Geography –UK, London, Cardiff, England, Wales, Scotland, Northern Ireland, Belfast, Edinburgh, features, landmarks,

History- past, present, Remembrance Day, war, soldiers, London, home, Great Fire of London,

Science – habitat, animals, food chain, forest, desert, river, field, mammals, reptiles, amphibians, fish, omnivores, carnivores, herbivores, table, chart,

Art –design, observe, colour, patterns, texture, draw, lines,

D.T – make, plan, evaluate, criteria, tools, appeal, practical, equipment, stable, template, textiles,

RE – belong, church, faith family, baptism, sacrament, Eucharist, incarnation, nativity, Jesus,

Christian, Christianity, Christmas, Mary, Joseph,

Music- rhythm, pulse, intonation, pitch

Computing- login, avatar, online safety, tools, password, log out, username, save, notifications, topics.

RSE- feelings, comfortable, uncomfortable, hygiene, emotions, feelings, penis, vulva.

By the end of our topic the children will:

Showcase their learning, to create Tudor houses and show how they burnt so easily in the Great Fire of London.