

Medium Term Plan Overview

The Great Fire of London: Fire! Fire! – Term 5

	Engage	Develop		Innovate	Express
	Week 1	Week 2	Week 3	Week 4	Week 5
Linked Text Love to Read	The Great Fire of London – non-fiction text				
Memorable Moment	Potential visit from the Fire Brigade Thomas Farriner was a baker: investigate bread and cake recipes from the period and try making them				
Express Event	Class Assembly: The Great Fire of London (23.5.2019)				
Spelling Focus	Words ending in tion <i>Station, fiction, motion, national, section</i>	sound ('or') is usually spelt as a before l and ll <i>all, ball, call, walk, talk, always</i>	The /ʌ/ sound spelt o Other, brother, mother, another, Monday	a is the most common spelling for the /ɒ/ ('hot') <i>watch, wander, want, quantity, squash,</i>	The /ɜ:/ sound spelt or after w Word, work, worm, world, worth
Grammar Focus	Revisit: co- ordination/ subordination	Revisit: verbs - past and present tense	Exclamation marks (sentence function, using in writing)	Past and Present tense	Compound words
Guided Reading Focus/ Texts	Reading comprehension practise: A new home (paper 2, part 3)	Great fire of London Text (Non-fiction based)	Diary Entries (GFoL linked)	Great Fire of London Recount text	Poetry: Fire by Shirley Hughes

<p>Writing Focus</p>	<p>Instructional Writing - Small cakes from the bakery</p>	<p>Expanded noun phrases – describe photos or images from the time period (GFoL)</p> <p>Use pictures – identify nouns and verbs (word collections)</p> <p>Writing Outcome: Recount</p> <p>Recount of event (GFoL)</p> <p>Use past tense to recount an event</p> <p>Break up into key questions for subheadings</p> <p>Writing outcome: Recount of event (GFoL)</p> <p>Editing strategies (verbs</p>	<p>Diary entry or Newspaper report- Samuel Pepys</p> <p>Writing Outcome: write a diary of the events of the GFoL from the perspective of Samuel Pepys. Use exclamation marks</p>	<p>Children to write a non-chronological report to explain what they have learnt all about the GFoL.</p>	<p>Poetry with rhyming couplets</p> <p>Poetry: Fire by Shirley Hughes</p>
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		– past/ present tense)				
Sp & Li Focus						
Mathematics	Addition and Subtraction	Operations and place value	Measurement: length and Height	Fractions		Time
History	<p>KWL GRID Can I ask questions about the Great Fire of London?</p> <p>Engage Event activities (Tudor houses, fireman visit, making biscuits/ cakes, forest school visit)</p>	<p>Can I identify when the Great Fire of London took place?</p> <p>National Curriculum: events beyond living memory that are significant nationally or globally</p>	<p>What were the main events of the Great Fire of London? (sequencing)</p> <p>National Curriculum: events beyond living memory that are significant nationally or globally</p>	<p>What caused the Great Fire of London to start and why did it stay alight for so long?</p> <p>What impact did it have on London</p> <p>National Curriculum: recognise why people did things, why events happened and what happened as a result</p>	<p>Can I identify similarities and differences between fire stations today and back then? Can I identify similarities in firefighting equipment</p> <ul style="list-style-type: none"> National Curriculum: identify similarities between ways of life at different times 	<p>Can I answer questions on the Great Fire of London? What have I learnt?</p>
Geography						
Science	<p>KWL GRID Investigations - how do materials change when they are heated?</p>	<p>Investigation - Parachute, what happens with different sized parachutes?</p>	<p>Investigations - Which material is best to clean a coin?</p>	<p>Investigation – Which material would best for a vehicle to travel on? (Fire engine getting to the scene)</p>	<p>Investigations - Cress/broad beans in the cupboard (big Book problem solving)</p>	<p>Investigations - spaghetti egg challenge</p> <p>Save the egg!</p>
Art & Design	<p>Tudor Houses (create for the corridor display)</p>	<p>Can I paint a design to suit a particular time period? Look at the painting 'Detail of The Great Fire of London', Paint a similar picture of your own.</p>				

Design & Tech	Do I understand where food comes from? (Ingredients for the cakes - where did they start) Create small cakes			
Computing	Effective Searching: Research on Fire of London (Kiddle/ Purple Mash resources)	Purple Mash - Creating Pictures		
RE	Who is a Muslim and what do they believe?			
Music	Prepare for Year 2 class assembly by learning and performing songs Learn the round - London's Burning Listen to 'Ride of the Valkyries' by Richard Wagner and imagine the GFoL. Explore percussion instruments to create some fire music			
PE	Athletics (relay race - with buckets and balls - 'fire' in a hoop at the end of the hall - put obstacles in the way) Dance (Listen to music which imagines the fire - create a fire dance, create lifting, jumping, landing and climbing techniques that firemen might use)			
PSHE	Relationships			
Trips/outdoor learning/ visitors		10.5.2019 Music and Drama Workshop (Peter Pan)	Fire Brigade visit TBC.	
Parental Link				21.5.2019: Express Event – Class Assembly: The Great Fire of London