

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	Visit from the Fire Brigade 25.4.2019 Visit to 'Little Wild Things' (Forest School) for Camp Fire Experience 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 (22.5.2019)				
Spelling Focus	<i>Words ending in tion</i> <i>Station, fiction, motion, national, section</i>	<i>sound ('or') is usually spelt as a before l and ll</i> <i>all, ball, call, walk, talk, always</i>	The /ʌ/ sound spelt o Other, brother, mother, another, Monday	<i>a is the most common spelling for the /n/ ('hot') sound after w and qu</i> <i>watch, wander, want, quantity, squash,</i>	The /ɜ:/ sound spelt or after w Word, work, worm, world, worth
Grammar Focus	<i>Revisit: co-ordination/ subordination</i>	<i>Revisit: verbs - past and present tense</i>	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

Writing Focus	<p>Recount writing: Little Wild Things visit/ Fireman visit</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: Noun/Verb Poems</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>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 – past/ present tense)</p>		<p>Poetry with rhyming couplets</p> <p>Poetry: Fire by Shirley Hughes</p>
Mathematics	Properties of Shape	Properties of Shape	Time	Time		Measurement: length and Height
History	<p>KWL GRID</p> <p>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	Investigations - Where is the warmest place around the school?	Investigation - Parachute, what happens with different sized parachutes?	Investigations - Which material is best to clean a coin?	Investigation – Which material would best for a vehicle to travel on? (Fire engine getting to the scene)	Investigations - Cress/broad beans in the cupboard (big Book problem solving)	Investigations - spaghetti egg challenge Save the egg!
Art & Design	Tudor Houses (create for the corridor display)	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.				
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 (running, throwing, catching skills (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	25.4.2019 Fireman visit 24.4.2019 Visit to Little Wild Things		10.5.2019 Music and Drama Workshop (Peter Pan)			22.5.2019 Dogs Trust Assembly
Parental Link						21.5.2019: Express Event – Class Assembly: The Great Fire of London

