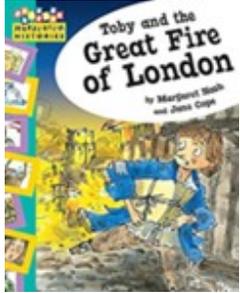
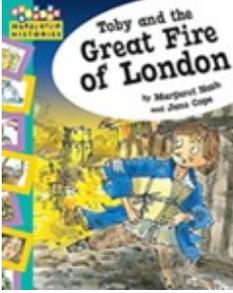
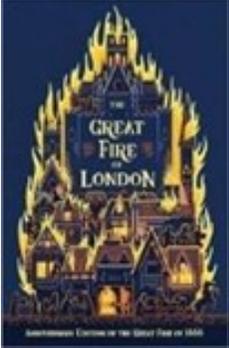
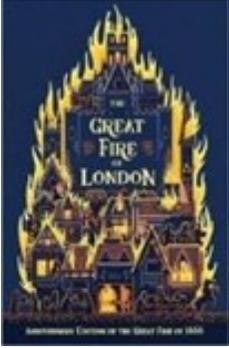
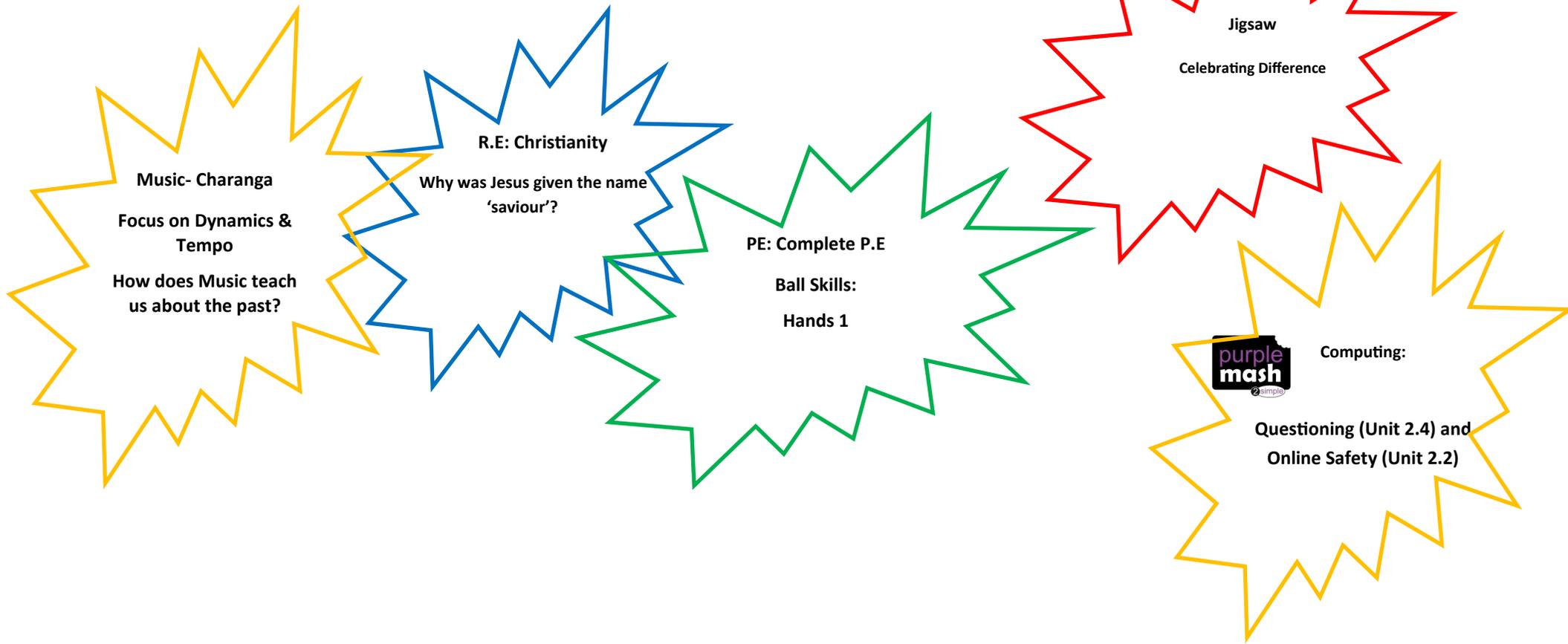


# Key Stage 1— Autumn 2- Fire, Fire!

<p>Week 1 Fire Work Poems (Senses)</p>	<p>Week 2: Recount</p> 	<p>Week 3: Recount</p> 	<p>Week 4: Non Chronological Report</p> 	<p>Week 4: Non-Chronological Report</p> 	<p>: Nativity Rehearsals</p>
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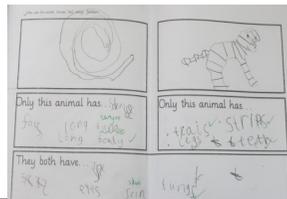


# Science- Animals Including Humans (Year 1)

## Session 1: Science

**L.O: I am learning to describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets)**

We will be completing a sorting and grouping activity and then we will choose 2 animals and independently record the differences and similarities in the structure of the 2 animals.



## Session 2: Science

**L.O: I am learning to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds**

We will be recapping what the animal groups are and we will be writing what they have in common in each group.



## Session 3: Science

**L.O: I am learning to identify and name a variety of common animals that are carnivores, herbivores and omnivore.**

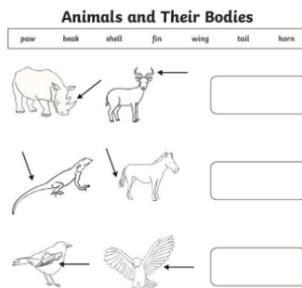
We will be matching animals to what they eat and identifying whether they are carnivores, herbivores and omnivores.



## Session 4 Science

**L.O: I am learning to describe and compare the structure of a variety of common animals .**

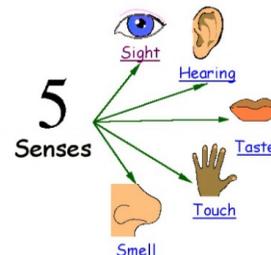
We will be labelling the main parts of animals bodies.



## Session 5: Science

**L.O: I am learning to say which body part is associated with each sense.**

We will be going on a senses walk and recapping our learning on which body part is associated with each sense.



# Art & Design- Collage

## Session 1: ART

LO: I am learning to recognise that materials look and feel different, choosing the most suitable materials for effect.

We will be using what we have learnt about Tudor houses in History and we will be exploring materials that we could use when making our own houses. Children will explore different materials and plan their Tudor houses by drawing them.



## Session 2: ART

LO: I am learning to use cut and torn paper and other materials to make simple patterns and images.

We will be making our own Tudor houses using a range of materials.



## Session 3: ART

LO: I am learning to mix paper and other materials with different textures and appearances.

We will be making our own Tudor houses and add other materials to add key details.



## ART

Christmas Crafts.

We will be creating our own calendar and Christmas Card.



# History- Significant events beyond living memory

## Session 1:

### LO: I am learning to place events on a timeline.

We will be looking at a time line and ordering events with key dates that have happened in the past. We will put the Great Fire of London on our timeline. We will then start to ask questions that we would like to find out.



## Session 2:

### L.O: I am learning about the Great Fire of London which is a significant event from beyond my living memory.

### L.O: I am learning to use pictures, stories and artefacts to find out about the past.

Children to look at photos of London from today and discuss what they think it would have been like in the past.

Past and Present: Children use the London: Past and Present Activity Sheet to draw pictures that show the differences between present day London and London in 1666.

## Session 3:

### L.O: I am learning to use pictures, stories and artefacts to find out about the past.

We will discuss why there are not any photos of the Great Fire and what we have instead (written accounts). We will be looking at Samuel Pepys diary as an eyewitness to the fire and will be discussing how diaries can be useful sources of information about the past.



## Session 4:

### LO: I am learning to describe historical events.

To order the events that happened from the Great Fire of London.



## Session 5:

### L.O: I am learning to describe historical events.

### Why did the fire spread so quickly?

We will be exploring why the fire spread so quickly and what damage the fire did. We will then be looking at how London changed after the fire.



# Key Questions!

## Key Questions– Science:

1. Name the basic parts of the human body...
2. What part of the body is associated with each sense?
3. What is a carnivore, herbivore and omnivore? Can you give an example of an animal that fits into each of these categories?
4. What are the animal groups?

## Key Questions– History:

1. When was the Great Fire of London?
2. Where did the fire start?
3. How do we know so much about the Great Fire of London?
4. What damage did the fire cause?
5. How did London change after the fire?

## Key Questions– Art

1. What materials have you used to make your Tudor house?
2. Why have you chosen those materials?
3. How did you make your house?
4. How would you improve your design?
5. What do you like about your artwork?

## Key Questions– Music

1. What does tempo mean?
2. What is dynamics?
3. Why is dynamics used?
4. How does the music make you feel and why?
5. Show me what you have composed...

## Key Questions– R.E

<b>Beginning:</b> Discusses concept in own life	Q1 When did someone you know need rescuing or saving?
<b>Developing:</b> Draws on the lesson material	Q2 What did different people tell Mary about baby Jesus?
<b>Expected:</b> Applies concept / answers key question	Q3 Why was Jesus given the name 'saviour'?
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 How do Christians, and others, try to save people who are in trouble?

## Key Questions– Computing

1. What is a digital foot print?
2. How can you keep yourself safe online?
3. Show me how to share your work with your teacher and on the display board...
4. How do you use the search bar?
5. Show me your pictogram and explain what you did...