

As Writers we will be creating our own diaries based on the work of Samuel Pepys. We will also be creating fictional stories using recurring language.

To write with purpose

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.

To use imaginative description

- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use adverbs for extra detail.

To organise writing appropriately

- Re-read writing to check it makes sense.
- Organise writing in line with its purpose.

To use sentences appropriately

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

As Artists we will be mastering techniques to create, sculpt and paint our Stuart houses.

Painting

- Use thick and thin brushes.

Sculpture

- Use a combination of shapes.
- Use rolled up paper, straws, paper and card as materials.

To develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

As Religious Educators we will be learning about signs and symbols in everyday life and religion, and what these mean to different people.

Signs and Symbols

- Recognise some religious symbols and use some religious vocabulary correctly.
- Express their own experiences and feelings recognising what is important in their own lives

Possibilities / Ambition

As ambitious learners, we will explore the different opportunities people had 350 years and the variation in their jobs and roles compared to the present day.

As Readers we will be using our Guided Reading lessons to improve our skills.

To understand texts

- Discuss events.
- Predict events.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.

*Great Fire of London
Year 1-2/2
Autumn Term*

As Scientists we will be learning about different materials and their properties. We will investigate the types of materials used to build Stuart houses and what impact their properties had on the spreading of the Great Fire of London.

Chemistry

To investigate materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

As Computer Scientists we will be programming a sprite to move around the screen.

Coding and Programming

- Have a clear understanding of algorithms as sequences of instructions.
- Convert simple algorithms to programs
- Predict what a simple program will do.
- Spot and fix (debug) errors in a program.

Emotional Intelligence

The children will develop emotional intelligence through their understanding of what people went through during the Great Fire of London. They will look at diaries and be able to empathise with people from that time.

First-hand Experiences

We will experience what life is like for people during the Great Fire of London during role play activities. We are also hoping to visit the fire station to create the 'Great Fire of Harpenden'. There we will burn our Stuart houses and see how quickly fire can spread.

Community

We are hoping to engage with the local community in Harpenden and visit the local Fire Station to enhance the children's learning on this topic. Here they will learn about key figures in the community such as members of the fire service.

As Historians we will study the 'Great Fire of London'. We will look at how the fire started, sequence events and discuss the impact these had for people at this time. In particular, we will study the life of Samuel Pepys.

To investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented

To build an overview of world history

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

To communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

As Designers we will learn about Stuart houses. We will design, construct and evaluate a Stuart house.

To take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.

To design, make, evaluate and improve

- Make products, refining the design as work progresses

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Materials

- Cut materials safely using tools provided.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).