

## English

Crime narrative and Newspaper reports.

**Key Texts-** Cops and Robbers, Model Newspaper report.

Using the TFW approach we will look at a crime narrative. We will retell the key text using actions and a story map. We will then look at key features and the structure of a crime narrative. The children will innovate the story using their own ideas and practising saying sentences out loud before writing them. Children will continue to ensure they are writing sentences that make sense and use punctuation correctly. They will then create a new story using a toolkit to ensure they include all the things that go into making a good story. They will then write a newspaper report about a crime that has taken place in school. The children will also look at traditional cockney rhymes in poetry and create their own.

## Music

Children will listen to, learn and join in with traditional and contemporary rhymes and poems. They will use their voices expressively and creatively.. The rhymes will be based around a London theme including 'London Bridge is falling down' and 'Oranges and Lemons'. The children will also look at different genres of music and perform a song in different styles using Charanga.

## Science

**Investigating Materials** – Children will continue to learn about materials but with more of a focus on the properties of these materials. They will be able to reason and justify their answers as to why specific materials are best. Linking with our topic the children will look at 'Why did the fire spread ... which materials were flammable?'

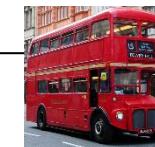
The children will **work scientifically** and focus on observing closely and being able to explain their thoughts and predictions. They will take part in various experiments which will ask them to use their knowledge of materials to make informed hypotheses'. **Changes in seasons**- Children will look at the changes between Autumn and Winter.

## History/Geography

Children will be able to **name and locate the four countries of the UK** and know their capital cities. They will then look more closely at the **geographical features** of London and compare these to our local area. They will then go on to look at the similarities and differences between London and a Non-European country. Children will look at a variety of maps and use geographical skills to use a simple compass and locational language to direct a peer around a London map.



Children will learn about the **significant historical event** the Great fire of London.



**Year 1/ Spring 1/Mrs Robson**

# Bright Lights, Big City

**Wow starter:** A tea party with a message from the queen! Decorate the classroom, dress in our best and listen and watch the queen on the big screen!

**Prior learning:** Children are becoming more confident with writing sentences. They are able to use their phonic knowledge to sound out words and write sentences that make sense. Children have learnt about the continents around the world but will this term focus on the UK. Children will build on their materials knowledge and use this to experiment.



## Art/DT

Children will build landmarks and structures that they have learnt about and will explore how to strengthen these models. They will investigate wheels and develop techniques to plan and build a London Taxi.

Children will **use materials creatively** to express what they have learnt by creating artwork of the houses on Pudding Lane and will **develop their skills in line, space and colour** by sketching a London skyline.

## Maths

\*Counting to 20, writing numerals and words to 20

\* Place Value with tens and ones

\*Comparing amounts to 20

\*Order and Pattern to 20

\* Addition and Subtraction within 20

\*Adding by making 10 first

\*Adding by regrouping tens and ones

\*Subtracting when no regrouping is needed

\*Subtracting by regrouping

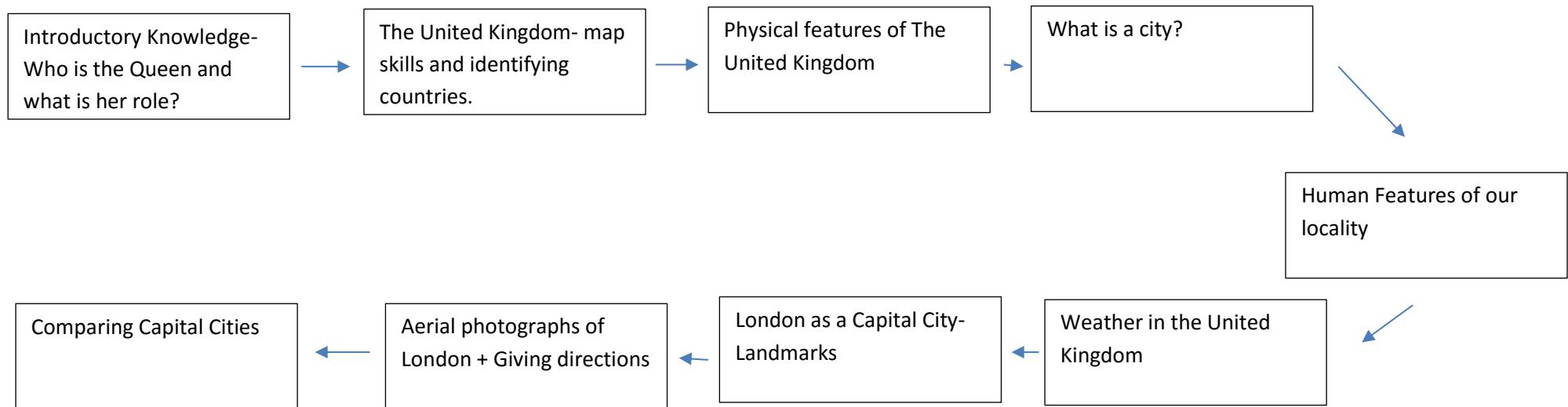
## Computing

The children will learn about **using computers safely** and they will visit the official monarchy website to take a virtual tour of the different rooms. Children will use the mouse and type in the website and browse.

Children will begin to **understand what algorithms** are by using a Beebot dressed as a London bus, they will follow simple precise instructions, create these themselves and also begin to debug others' instructions.

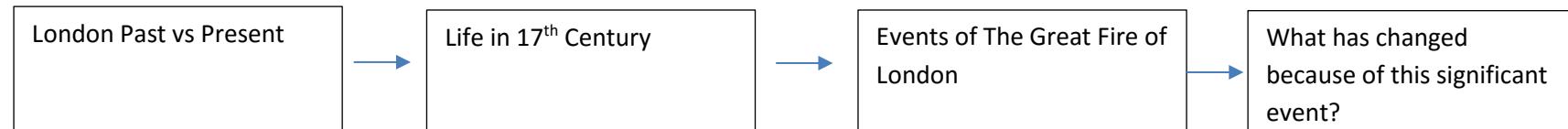
## Sequence of Learning

### Geography



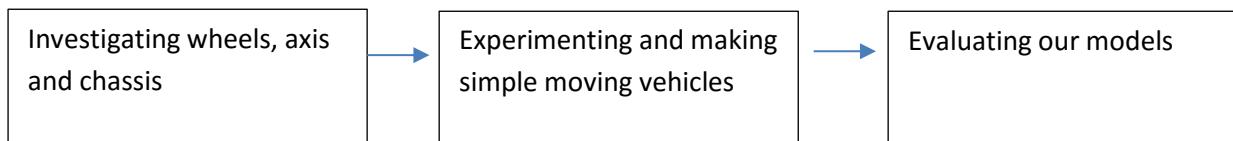
## Sequence of Learning

### History



## Sequence of Learning

### DT



## Sequence of Learning

### Science

