

## Year 1's Curriculum Theme is Fire! Fire!

In **Computing** we will be using 'Paint' to create images of The Great Fire of London. As **Historians** we will learn about the Great Fire of London and the effect that it had on the city as well as

the country.



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|--|--|--|--|
| Diversity and Heritage                           | Wellbeing                                      | Creative Opportunities                             | Experiences  |
| Learning about jobs in London and how            | Learning how to stay safe in the case of fire. | Children will be encouraged to ask questions and   | Children will bake their own bread.                      |
| businesses were effecting by the Great           |  | find information about London. They will also be   |  |
| Fire of London.                                  | Developing life skills in cooking/baking       | encouraged to compare London to the City of        | They will experience how the Great Fire of London spread |
|  |  | Bradford.  | so quickly.  |
| Understanding the features of London and         | Understanding the importance of keeping        |  |  |
| how it compares to other cities e.g.             | healthy and observing the effect that this has | Children will make their own bread and evaluate    |  |
| Bradford.  | on plant growth.                               | their own cooking skills.                          |  |
|  |  |  |  |
| Learning about jobs in 17 <sup>th</sup> Century. | Understanding that plants give us food and     | Links will be made from English to Science and     |  |
|  | developing skills to grow our own plants.      | children will grow their own bean plants linked to |  |
|  |  | 'Jack and the Beanstalk'                           |  |



## Copthorne Primary School Creative Curriculum

## Medium Term Planning Overview

Theme: Fire! Fire!

Timescale: 8 weeks

| Week | Content / Activities   |
|------|--|
| 1    | Science – Investigate flexible, waterproof, absorbant, opaque                            |
|      | History/Geography – Knowledge harvest about London/ Google Maps/Identify London on a map |
| 2    | Science – Investigate flexible, waterproof, absorbant, opaque                            |
|      | History/Geography –Identify London on a map/London past and Present                      |
| 3    | History/Geography – Jobs in 17 <sup>th</sup> Century                                     |
|      | Science –Knowledge harvest about plants/What plants need to grow                         |
| 4    | History/Geography – Events of the Great Fire of London/Assembly Practise                 |
|      | Science – Planting beans and identifying wild plants                                     |
| 5    | History/Geography – Events of the Great Fire of London/Assembly Practise                 |
|      | Science: observing bean and creating own garden.   |
| 6    | History/Geography – Acting out the Fire/Assembly Practise                                |
|      | Science: observing beans and learning about evergreen trees.                             |
| 7    | History/Geography: Reflecting on Great Fire of London                                    |
|      | Science: observe beans and name parts of a plant   |
| 8    | History/Geography – Effects of the fire on the country                                   |
|      | Science – Visit a garden centre to learn about different plants.                         |