



	Autumn	Spring	Summer
	Fire, Fire - It's an Emergency!	Perilous Pirates	Down on the Farm
	<i>History- The Great Fire of London</i>	<i>Geography</i>	<i>Science</i>
English	Story - Class Mascots Meeting the Alien Poetry - Space Diary Explanation Text	Story - Pirate Pete Diary - Pirate Pete's diary entry Letter - Letter in a bottle to the Captain Instruction Text - Pirate Pete	Story - Fairy Tale - Jack and the Beanstalk Instruction Text - How to Climb the Beanstalk Poetry - Farmyard Poetry Non-Chronological Report
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Addition and Subtraction (within 10) Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Capacity	Number: Multiplication and Division Number: Fractions Geometry: Position and direction Number: Place Value (within 100) Measurement: Money Measurement: Time
Computing	Online Safety Computer Skills Painting	Programming Toys - using Bee-bots	Programming - Scratch Jnr Using and Applying Skills
Science	<b>Everyday materials - working scientifically; asking questions; measuring and recording; scientifically concluding -</b> Challenge 1: The Queen is confused about different materials and the objects they are made from. Can we help her? Wood, plastic, glass, metal, water, and rock. Children are to complete a simple scientific investigation and are then to sort the materials according to their physical properties. Bendy/not bendy/hard or soft - Venn Diagram. Challenge 2: The Queen is still confused, why did the houses burn so quickly in the Great Fire of London? Can we investigate the properties of the materials in terms of whether they burn easily or not? Have silent scientist movie showing the actual experiments. Can the children inform the	<b>Everyday materials - working scientifically; asking questions; scientifically recording and concluding -</b> Blackbeard's motley pirates are in trouble. They were having a secret Pirate Party whilst Blackbeard was sleeping, and they have tripped over the mop buckets and spilt water all over the deck of the ship. It looks like a flood. Blackbeard will be cross! Which material would be the most absorbent to mop up this yucky mess? Can you investigate and help them?  <b>Seasonal changes -</b> Blackbeard needs our help. The weather is changing on his pirate adventure, but he doesn't understand seasons. What season are we in now? What is the weather like? Can we make a school	<b>Plants - working scientifically; concluding -</b> Tell the children that they are going to go outside and look at what is growing. Share Farmer Fred's Challenge from Stonebridge City Farm explaining that if they help him, then they can go on a visit to his farm. Challenge 1: Farmer Fred has a bag of bulbs and seeds. His boss wants him to plant specific seeds and bulbs to get certain types of trees/plants. Can we match the bulbs and seeds to the trees/plants to help Farmer Fred make sure that he grows the correct item? Can the children group the flowers according to what they know about them, sorting and classifying? Challenge 2: Farmer Fred wants to create a beautiful Butterfly Garden full of wild flowers, but he does not know



	<p>Queen of the reason why the houses burned so quickly and why houses are built of a different material today? Challenge 3: In 1666, people travelled on the River Thames by boat to escape the Great Fire, packing their most essential possessions. Samuel Pepys wrote in his diary that he thought that the boats might sink. Can we be detectives and identify which objects around the classroom will be the best to float and which ones will sink? What are the properties of something that floats and something that sinks? Can we send Samuel Pepys some sentences and blast them through a time machine so that he doesn't worry about the boats? <b>Seasonal changes</b> - A stand-alone lesson as follows: Challenge 4: Tom Porter said that it was September when The Great Fire of London took place. Can we investigate what season this was and what the weather would have been like at this time? People had to stay in tents and so would need to wear appropriate clothing. Can we help him to match the time of year to the season? It will be Autumn Term in school, so the children could look at the weather outside and go on an autumn walk to help them. If you were to stay outside in a tent now, what clothes would you need to wear? Can you inform Tom Porter?</p>	<p>weather forecast to send to him to explain the time of year, date and season we are in so that he is safe on his travels during his pirate adventures?  Can you make a weather station so that you can measure rainfall, wind direction and temperature at Ambleside? We could then send this to Blackbeard to help him on his ship to ensure that he can always understand the seasons.  Blackbeard has written to you to ask you to inform him of what clothes he should wear on board the pirate ship in spring. He has sent you his wardrobe items. Can you pack them into pirate cases for the seasons so that he can only keep out clothes he needs for the current season? There is not enough space on ship anyway!</p>	<p>whether his flowers are wild or not. Can we look at some flowers, name them and sort them? Challenge 3: Farmer Fred needs to know about the different trees on his farm, evergreen and deciduous - go on a Scavenger Hunt. Can we name the trees by looking at the leaves to help teach Farmer Fred? Challenge 4: Can you label the different parts of a flower and their function to teach Farmer Fred so that he knows all of the information to talk to visitors about his flowers?  <b>Working scientifically; asking questions; measuring; recording and concluding -</b> Challenge 5: Farmer Fred has sent all the children some seeds to plant to say thank you for helping him in his work. They can make cress heads from cress seeds or grass heads and have a special invitation to Stonebridge City Farm. Can the children investigate what a seed needs to grow?  <b>Animals Including humans</b> - Farmer Fred has lots of animals on the farm and they all belong to different animal groups, but he does not know what they are. Can we help him? Challenge 1: Can you help Farmer Fred to sort the animals on his farm according to their body groups? He has sent us some photographs. Challenge 2: What is a mammal? Can we sort mammals and not mammals as Farmer Fred needs to know which of his animals are mammals? Challenge 3: Farmer Fred knows what a mammal is now but has been sent an important letter asking him to group his animals into the following groups for counting: mammals, reptiles, fish, amphibians and birds? Can we help him? Challenge 4: Farmer Fred has got all his farm animals' food mixed up. Can we sort the food eaten by different animals on the farm to make sure that the animals are fed properly? Can we teach Farmer Fred these scientific words: carnivore, omnivore and herbivore?</p>
--	--	--	---



			<p>Challenge 5: The vets have been out to check that all the animals on the farm are well. Farmer Fred does not know the different parts of their bodies - can we help him?</p> <p>Challenge 6: Farmer Fred has a tummy ache and has had to go to the doctor. He realised that he doesn't know the names of his body parts. Can we help him label a human body?</p> <p>Can we also tell Farmer Fred about his senses and which part of his body is associated with each? This will help his work on the farm.</p>
R.E	<p>Christianity Autumn 1 - Concepts: God/Creations Autumn 2 - Incarnation (Christmas Story)</p>	<p>Christianity Spring 1 - Concept: Incarnation (Jesus as a Friend) Spring 2 - Concept: Salvation (Easter - Palm Sunday)</p>	<p>Judaism Summer 1 - Judaism (Shabbat) Summer 2 - Judaism (Rosh Hashanah and Yom Kippur)</p>
History	<p><b>Chronological understanding</b> - Share that we have a royal gift from the Queen. She needs our help. Royal Request 1: She needs us to read the story of The Great Fire of London and then record a royal speech to tell her what happened by using full sentences. We must send the clip to help her say her royal speech to the people of England. Have a timeline visually on the board for the children to make them understand when this event took place - in September 1666. Read a simplified story to the class. Have a royal bag full of props (objects from this period) and as you are reading, children can hold up their objects to bring the story to life. On the smartboard, have the sizzling image of the Great Fire of London to set the scene. Can the children also sequence events from the Great Fire of London in chronological order?</p> <p><b>Range and depth of historical knowledge; interpretations of history</b> - Royal Request 2: The Queen has sent another royal request to open the royal script letter with red ribbon. Can we help her to create a timeline of five events that have happened, including the Great Fire of London starting with the present day and events in their lives? She needs to add</p>	<p><b>Range and depth of historical knowledge</b> - Blackbeard needs to teach his crew about some old pirates from a long time ago. Can you watch the film clip/read the wanted posters from the past and learn a little bit about them? William Kidd, Anne Bonny and (old) Blackbeard. You must then pretend to be the olden day pirates, wearing the pirate masks and send a voice recording back to Blackbeard so he can use it to teach his motley crew about pirates from a long time ago.</p>	<p><b>Chronological understanding; range and depth of historical knowledge; historical enquiry</b> - Farmer Fred has sent the children other challenges: Challenge 1: Can you sequence your visit to the farm in chronological order, in terms of the sequence of what happened and place on a timeline? Challenge 2: Farmer Fred has found a rusty old tin on his farm. It is full of pictures. The children are to look at the sources of evidence and see if they can be historians and find out about farms from the past using these real olden sources. You must answer the historical questions to find out about farms a long time ago. Can they create a timeline of their current visit to the farm, farming from the olden days, add the date of the old pirates from their last topic and the Great Fire of London? Challenge 3: Can you help Farmer Fred to sort these photographs of farming now and farming then for his family photo album?</p>



	<p>this to her important speech and can't remember when the Great Fire of London happened. Encourage the children to use 'old' and 'a long time ago'.</p> <p>Royal Request 3: Tom Porter (a boy from London who lived through the Great Fire) has travelled forward in time through an exciting time machine to the Queen's castle and has left a recording so she could hear what his life was like back in 1666. Recording to include details of having no fireman, houses made of wood, clothing differences and use of boats to keep belongings safe. Along with his recording, he has sent some photographs for us to explore. The Queen has mixed up the photographs of London then and now. She is too busy and hasn't got time to sort the box out. Can we help her? Task: Old London and New London photograph sort.</p> <p><b>Interpretations of history</b> - Royal Request 4: Tom Porter left a box of artefacts in the castle. Can we ask and answer questions about what they were? The children are to use gloves, tweezers and magnifying glasses and pretend that they are real historians. Task: Source pictures - post-its of answers to questions.</p> <p>Royal Request 5: The Queen keeps hearing of the name Samuel Pepys. Who was he? Can we be detectives and find out who he was?</p> <p>Diary Reading. Can we write a letter to the Queen to tell her who he was and why he was important?</p> <p>Royal Request 6: Learning about The Great Fire of London has made the Queen think of what her life was like when she was a little girl. She has sent us some of her toys that she used to like playing with. Can we look at them and see if we think they are better than our toys today?</p> <p>We can create a film clip of us speaking royally to share what we think. Picture and post it.</p>		
Geography	<p><b>Human and physical geography</b> - Challenge 1: Tom Porter, a boy who lived as a child during 1666, has sent us a map of Pudding Lane, as he needs to do his jobs (errands) to different</p>	<p>If you can help Blackbeard to complete his pirate challenges, then you will earn the 'Pirate Bravery Award' and get to complete an exciting Pirate</p>	<p><b>Representation: using maps</b> - Farmer Fred has sent you a map of Stonebridge City Farm.</p>



	<p>places on Pudding Lane but does not know where he has to go. Can we read his simple job list and see if we can find the human features of the places that he needs to find? On the map (large on the floor) is his house and that of Samuel Pepys, the bakery shop where Thomas worked, the river Thames and an office. Can the children answer simple closed questions about the key human features on the map to find out about the street on which he lived? E.g. Can you find the bakery on Pudding Lane? Which shop is the bakery next to? Have the map large in the shared area and let the children move around the map as if on Pudding Lane. Picture and post it to let him know.</p> <p>Challenge 2: Tom Porter wants to know about our school and grounds now. He is interested in the Year 1 shared area and courtyard. Can we use big equipment to make a map of our school, including human and physical features? The children can label the map with key words and send it back to him.</p> <p><b>Direction and location; using maps</b> - The children are to go shopping on Pudding Lane - big street map in the shared area. Can they direct each other verbally including: up, down, forwards, backwards, near and far?</p> <p><b>Drawing maps; representation; perspective</b> - Tom Porter is not very good at drawing maps and the Queen needs a map of Pudding Lane to understand where all the places were, how close the buildings were to one another and why the fire spread so quickly. Can we help and draw a map using 2d shapes to re-create some of Pudding Lane to send to the Queen?</p> <p><b>Locational knowledge and style of map</b> - The Queen has sent us a map of the UK and has labelled England, the country we live in. Can we label London, the city that she lives in, and Nottingham the city that we live in, to show her where she lives and where we live as she does not understand where we</p>	<p>Scavenger Hunt in Ambleside Woods to find pirate gold, becoming first mates. Items to find - hooped earring, pirate hat and a broken sword, big sandy footprints and water, a message in a bottle, hook, ransom note, bird feathers, skull and cross bones flag.</p> <p><b>Locational knowledge</b> - Pirate Mission 1: Blackbeard needs our help. He has been told that there is some gleaming golden treasure in the United Kingdom but his rival, Captain Barnacle, is trying to beat him to it. Can you help him to locate the UK on a map and mark where you live in England, showing Nottingham?</p> <p><b>Place knowledge</b> - Pirate Mission 2: To get to the treasure, Blackbeard must travel through Iceland. He has taken pictures of his journey, but he does not know what the pictures are. Can we tell him what we can see in his pictures and what the features are?</p> <p>Pirate Mission 3: Blackbeard has had to travel through Africa and has taken more pictures of his journey, but again he does not know what the pictures are. Can we look at them and tell him about the features from the pictures?</p> <p><b>Human and physical geography</b> - Pirate Mission 4: Blackbeard was very sweaty in Africa and freezing cold in Antarctica. Share pictures of Blackbeard in the wrong clothes for the temperatures. Can we pack him a hot country suitcase and cold country suitcase so that he does not have this problem again?</p> <p><b>Place knowledge</b> - Pirate Mission 5: Blackbeard is travelling to the UK to get the treasure but does not know how Aspley, in England, is different to Iceland. Can you compare and contrast these places, looking at geographical features, and let him know?</p> <p><b>Human geography</b> -</p>	<p>Challenge 1: Can you use the map and the key to find out which animals and plants they have?</p> <p><b>Drawing maps; human and physical features</b> - Challenge 2: Can you make your own Ambleside Farm for Farmer Fred and draw a map with a key? What symbols will you use? Can you add some human features to your map? Can you add some physical features to your map?</p> <p><b>Direction and location</b> - Challenge 3: Give the children big Bee Bot maps of Ambleside Farm. Can they help direct the farmer (decorated Bee Bot) around his farm to feed all the animals? They must use directional language - up, down, left, right, forwards and backwards. Sort the statements in terms of whether they relate to a town or a farm according to the physical and human features.</p>
--	--	--	---



	live compared to her? Use a simple picture atlas to support. Have a large map in the shared area and complete practically.	Pirate Mission 6: Blackbeard's crew do not like living on the sea, they are getting really sea-sick. Can we help to find somewhere for them to live? First, we have to teach them the features of a town.	
Music	<p><b>Singing songs with control and using voice expressively</b> - Sing 'London's Burning'. Can the children stay in tune and sing to perform to parallel Year 1 classes? They could each learn a different version or a slightly different song and then teach and perform to one another.</p> <p><b>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising</b> - The Queen wants to really understand the sounds and feeling that those people would have heard/ felt in 1666 at The Great Fire of London. Can we help her by creating a fire composition? The children must think carefully about pitch and tempo. Also, can we make some royal music that can be played before the Queen does her royal speech about the event of The Great Fire of London?</p> <p><b>Controlling pulse and rhythm; reading and writing notation; evaluating and appraising</b> - This can be met by children creating a celebration chant for the end of the fire that they can perform to their partner class.</p>	<p><b>Singing with control and using voice expressively</b> - Blackbeard wants to teach his pirates some sea shanties to help them have fun on ship. Can we learn them, perform them and record them to send them back to him? The children must follow pitch using their hands and use high, low and middle voices.</p> <p>Possible songs: 'A sailor went to sea sea sea'. 'What shall we do with the drunken sailor?'</p> <p><b>Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising; listening, memory and movement</b> - Blackbeard's favourite story is 'Captain Pete's Pirate Adventure.' Can we make some pirate music to illustrate some of the key events in the story? What is the mood like? What sounds can be heard when the pirates are in battle or are about to be defeated by a rival group of motely pirates? What is the mood like? What would the music be like when the pirates are scrubbing the deck and drinking their grog and eating biscuits? How might the mood change when someone is captured and made to walk the plank?</p>	<p><b>Singing with control and using voice expressively</b> - Farmer Fred often likes to sing to his animals to help cheer them up. His favourite is 'Old Macdonald had a Farm'. Introduce beat and percussion and introduce the playing of instruments to accompany. Get the children to think of what animal noises they would hear if on the farm. The children must use a picture and the sound stimulus to help them recreate the sound to compose their own 'Old MacDonald had a Farm' piece.</p> <p><b>Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising; listening, memory and movement</b> - Can the children create their own composition for Mr Gumpy's Outing story and the music that would illustrate the key events within the story? John Burningham would like a piece of music recorded to play with his book. Can you help him? The children must say what they like about their music.</p>
Art	<p><b>Painting</b> - Can the children experiment with colour mixing, lighter and darker shades, adding sawdust or glue for different effects to make a glowing and warm burning London skyline for the competition at the museum?</p> <p><b>Printing</b> - Can the children explore with block relief printing (polystyrene) or string printing to create repeating fire pattern pictures for the Art Challenge? They can use white to create slightly different shades.</p>	<p>Blackbeard loves the sea. Can we create some sea pictures to send to him to hang on the ship? We could also create an Ambleside Gallery where we could display our work and invite our parents in.</p> <p><b>Exploring and developing ideas; drawing</b> - The children could explore creating drawings of the objects that have been found on Blackbeard's ship. They could experiment with using a variety of tools</p>	<p><b>Exploring and developing ideas; evaluating and developing work; printing</b> - Share Ms Bromley's Grand Garden Party event to be held in the courtyard (using a flyer). Can we display an art gallery for teachers and children to admire using different artists' skills? The winning artist will be selected and given some artists' tools to take home.</p> <p><b>Painting</b> - Can you create a beautiful piece of art, using a viewfinder, in the style of Georgia O'keefe for the Gallery?</p>



	<p><b>Textiles/collage</b> - Art Challenge - The local history museum is holding an amazing artist competition and wants the best entries that represent the fire of London to be displayed for a super prize. Can the children create their own fire weaves, using different materials for effect, including photocopied material, fabric, plastic, tissue, magazines and crepe paper?</p> <p><b>3d form</b> - After the Great Fire of London, fire marks were put on houses if they had paid for fire insurance. Can the children design their own fire mark out of clay to show that the houses on Pudding Lane were insured?</p>	<p>including charcoal, pencils, chalk or pastels to explore the use of line, shape and colour.</p> <p><b>Evaluating and developing work</b> - The children could look at some seascape paintings and creating art in different ways looking at the art of real artists, saying what they like and feel about it. Artist 1: Claude Monet seascape, 'Shipping by Moonlight'. Artist 2: Pierre August Renoir, 'La Vague'. Artist 3: Van Gogh, 'Starry Night'.</p> <p><b>Painting</b> - In any of the above, the children could explore using paint mixed with sand for the beach. They could explore different sized brushes/ sponges. The children can layer paint, combine with drawing, experiment with scraping. They must then create their Seascape Gallery and send their work off to Blackbeard.</p> <p><b>Exploring ideas; printing</b> - Captain Blackbeard has seen some beautiful fish in the sea. He has sent us some photographs. Can we use wax crayons to draw them and cover them with sea using paint? This will use the printing technique of resist painting and will provide some beautiful fish pictures for his ship.</p>	<p><b>Printing</b> - Can you create a beautiful farmer's field scene by block printing using different shades of green, experimenting with colour mixing for the Gallery?</p> <p><b>Textiles and collage</b> - Can you create beautiful felt collages of fruit that could be grown on a farm?</p> <p><b>3D form</b> - Art Attack - The children's challenge is to go on a scavenger hunt for natural objects and create a huge 'Art Attack' outside and then do some photography that can be displayed or admired at the Garden Party.</p>
DT	<p><b>Developing; planning and communicating ideas</b>- Tom Porter from the past does not know what a fire engine is. Can we learn about the different parts of a fire engine and then make our own model to send back to him? Children to use words, pictures and drawings to explain their design, saying how it will work.</p> <p><b>Working with tools, equipment, materials and components to make quality products</b> - Tom wants to play with the fire engine as a toy. Can we make it so that it moves attaching the axel to the chassis or wheels with split pins?</p>	<p><b>Design; make; evaluate and technical knowledge</b> - Captain Blackbeard has lost some of his motley crew. Can we make our own finger pirate or parrot puppets to send to him? The children must measure, cut and attach appropriately. They could use them to create their own pirate puppet show. The children can create the scenery for the puppets and use them to say some super pirate words.</p> <p><b>Cooking and nutrition</b> - Captain Blackbeard is having trouble with a mean pirate called Captain Barnacle. Can we make a revolting gruel recipe to turn this mean</p>	<p><b>Design; make; evaluate and technical knowledge</b> - Can you make a farmyard hat to wear for Ms Bromley's Grand Garden Party? Can you use the paper properly so that you do not waste any? Can you use the scissors and turn the paper to cut properly? Can you attach and join in different ways, for example, if making a pig mask, can you make the nose move using split pins? Can you use string or attach to a band? You may even want to be more creative and create your own invented farm animal.</p>



	<p>Alternatively, can they make a cart that would have been used to move possessions in 1666? Can the children make a 3d firehouse to show the Queen what type of houses were around in 1666 or a 2d collage?</p> <p><b>Evaluating processes and products</b> - The children must say what they like about their vehicle, if it was similar to their initial design, and what they would do differently next time.</p> <p><b>Working with food</b> - The Bakery needs a new baker on Pudding Lane. Can the children make some 17<sup>th</sup> Century bread that can be eaten at Samuel Pepys' dinner party? They must wash their hands before cooking.</p>	<p>pirate and his terrible crew into sea slugs? Ideas for the potion: Cannon Balls, Deadman's Water, Shark Bait, Pirate Grub, Black Pearl, Deadman's Fingers, Pirate Jewels, Fairy Dust (to make the ship blast off to outer space).</p> <p>The children must weigh out their ingredients and follow a simple recipe to make. Ensure that the children follow basic food hygiene and safety procedures, washing their hands before handling the pirate food items.</p>	
PSHE	<p>Autumn 1 - Being in My World Autumn 2 - Celebrating Difference</p>	<p>Spring 1 - Dreams and Goals Spring 2 - Healthy Me</p>	<p>Summer 1 - Relationships Summer 2 - Changing Me</p>
P.E	<p>Autumn 1 - Games Autumn 2 - Gymnastics</p>	<p>Spring 1 - Dance Spring 2 - Net/wall</p>	<p>Summer 1 - Games looking at striking and fielding through cricket and rounders Summer 2 - Fundamentals/Athletics</p>
Visits	<p>Fireman/Station visit</p>	<p>Beaumanor Hall Pirate Scavenger Hunt in Ambleside Woods.</p>	<p>Stonebridge City Farm</p>
<b>Commando Joe</b>	<p><b>Lion and Me</b> To run as a stand-alone day. I can talk about what makes a good friend. I can explain why we need to have good manners.</p>	<p><b>Traditional Tale</b> To run as a stand-alone day. I can understand how to work as a team. I can explain why we need to take turns and share. I can explore and try new things by being curious.</p>	<p><b>Steve Backshall and me</b> <i>To run throughout the topic.</i> I can recognise ways of sharing my emotions with others. I can recognise ways of helping my friends. I can explain why animals and other living things also need looking after.</p>





<b>Commando Joe's character behaviours</b>	Self-awareness, empathy, resilience, kindness, courtesy, unselfishness, self-confidence.	Communication, excellence, listening skills, reflection, evaluation, creativity, curiosity.	Teamwork, co-operation, responsibility, care, helpfulness.
--	---	--	--