

The Great Fire of London Topic Overview 2021 2022

	Kingfishers EYFS Year One	Woodpeckers Year Two	Robins EYFS Year One Year Two
History	<ul style="list-style-type: none"> • I know about the lives of significant historical figures, comparing from different time periods • I know about key events, eg Bonfire Night and events of local importance • Compare lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys and Anne Frank) <p>Year One</p> <ul style="list-style-type: none"> • place known events and objects in chronological order • sequence events and recount changes within living memory • use common words and phrases relating to the passing of time • understand key features of events • identify some similarities and differences between ways of life in different periods • relate his/her own account of an event and understand that others may give a different version 	<ul style="list-style-type: none"> • I know about the lives of significant historical figures, comparing from different time periods • I know about key events, eg Bonfire Night and events of local importance • Compare lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys and Anne Frank) <p>Year Two</p> <ul style="list-style-type: none"> • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate • Use artefacts, pictures, stories, online sources and databases to find out about the past • Ask and answer questions such as: What was it like for a...? What happened? How long ago? • Give reasons why people from the past acted in the ways they did. • Use information gained from research to describe differences between then and now 	<ul style="list-style-type: none"> • I know about the lives of significant historical figures, comparing from different time periods • I know about key events, eg Bonfire Night and events of local importance • Compare lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys and Anne Frank) <p>Year One</p> <ul style="list-style-type: none"> • place known events and objects in chronological order • sequence events and recount changes within living memory • use common words and phrases relating to the passing of time • understand key features of events • identify some similarities and differences between ways of life in different periods • relate his/her own account of an event and understand that others may give a different version <p>Year Two</p> <ul style="list-style-type: none"> • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate • Use artefacts, pictures, stories, online sources and databases to find out about the past • Ask and answer questions such as: What was it like for a...? What happened? How long ago?

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			<ul style="list-style-type: none"> • Give reasons why people from the past acted in the ways they did. • Use information gained from research to describe differences between then and now
Geography	History focus	History focus	History focus
Art	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year One • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year Two • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work know that different artistic works are made by craftspeople from different cultures and times 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year One • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses Year Two • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work

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			<ul style="list-style-type: none"> know that different artistic works are made by craftspeople from different cultures and times
Science	Sound exploration	Sound Exploration	Sound Exploration
PSHEE	Healthy me Jigsaw Y1	Healthy me Jigsaw Y2	Healthy me Jigsaw Y2
Music	<ul style="list-style-type: none"> I can sing songs I can play tuned and untuned instruments musically I can listen and understand live and recorded music I can make and combine sounds musically <p>Year One</p> <ul style="list-style-type: none"> Use their voice in different ways such as speaking, singing and chanting with accompaniment. Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns Order sounds within simple structures. Begin to represent sounds with symbols and can recognise some of the musical dimensions. Recognise mood, character and contrast in pieces. 	<ul style="list-style-type: none"> I can sing songs I can play tuned and untuned instruments musically I can listen and understand live and recorded music I can make and combine sounds musically <p>Year Two</p> <ul style="list-style-type: none"> Develop their control of pitch and duration when singing with accompaniments. Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. Respond to graphic notation for pitch, duration and rhythm Recognises changes in mood, character and contrasts in pieces. 	<ul style="list-style-type: none"> I can sing songs I can play tuned and untuned instruments musically I can listen and understand live and recorded music I can make and combine sounds musically <p>Year One</p> <ul style="list-style-type: none"> Use their voice in different ways such as speaking, singing and chanting with accompaniment. Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns Order sounds within simple structures. Begin to represent sounds with symbols and can recognise some of the musical dimensions. Recognise mood, character and contrast in pieces. <p>Year Two</p> <ul style="list-style-type: none"> Develop their control of pitch and duration when singing with accompaniments. Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.

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			<ul style="list-style-type: none"> • Respond to graphic notation for pitch, duration and rhythm • Recognises changes in mood, character and contrasts in pieces. •
Computing	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1) • I can use technology to purposely create digital content (Y1) • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2) 	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1) • I can use technology to purposely create digital content (Y1) • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2) 	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1) • I can use technology to purposely create digital content (Y1) • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2)