

English coverage

- Week 1: Continue Transition Week 'The Park'
- Week 2: Describe a traditional story character.
- Week 3: Plan and write a retell traditional tale.
- Week 4: Describe a traditional story character.
- Week 5: Plan and write a retell traditional tale.
- Week 6: Describe a traditional story character.
- Week 7: Plan and write a retell traditional tale.



Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Owls and Robins (Year One/Two)
Mrs Short and Miss Clough's Classes



Maths coverage

- Week 1: Place Value— numerals, words
- Week 2: Place Value—Sorting objects
- Week 3: Place Value— Counting objects
- Week 4: Place Value—counting forwards/backwards
- Week 5: Place value—1 more/1 less
- Week 6: Number—Addition
- Week 7: Number—Subtraction



Science coverage

- Week 2: Can I name and label body parts?
- Week 3: Can I describe the function of the skeleton?
- Week 4: Can I build a human skeleton?
- Week 5: Can I measure and compare my body parts?
- Week 6: Can I take care of my body?
- Week 7: How can I stay fit and well?



London's Burning

LEARNING HOOK— Baking bread.

PE coverage

- Children will follow Val Sabin P.E. scheme of work.
- Week 2—week 7 children will follow the scheme "To Travel in path ways in zig-zag, straight and curving movements.



IT and Computing coverage

- Week 2: Visit ICT suite and introduce rules
- Week 3: Log on log off with passwords
- Week 4: Log on open file Interactive Resources log off
- Week 5: Log on open file Interactive Resources log off
- Week 6: Log on open file Paint programme and use then log off
- Week 7: Log on open file Paint programme and use then log off



Discrete subjects

- **Art & Design**
Parent workshop to make a 3-D house from time of Great Fire of London
To make a skeleton using black paper & white art straws
- **Music**
Learn songs linked to Great Fire of London topic



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-  To research
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-  To create, produce and perform
-  To reason, problem solve and critically consider

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London's Burning

LEARNING HOOK— Baking bread.

Humanities (Topic) coverage

Week 2: Can I research about the Great Fire of London

Week 3: Can I create a sound scape?

Week 4: Can I label a house from the time of The Great Fire of London?

Week 5: Can I research facts about Samuel Pepys?

Week 6: Parent workshop—to build a house

Week 7: Visit from the local fire brigade.



RRSA Links

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

British Values

Individual Liberty

Children can choose equipment at play time and golden time tasks.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

RE coverage

Week 2: Can I understand that Christians and Jewish people believe God to be the Creator and Sustainer of the Universe?

Week 3: Can I understand that Christians believe that God is present everyday?

Week 4: Can I understand that Christians express understanding of God's nature?

Week 5: Can I understand that believers talk to God in different ways?

Week 6: Can I understand the meaning of the Torah?

Week 7: Can I understand the Jewish symbols?

