

# KS1 Curriculum

## English

**Texts:** The Great Fire of London by Emma Adams

Dadaji's paintbrush.

Goldilocks and the three bears.

**Writing:** Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates, Information booklet.

Labels, captions, character comparisons, thought and speech bubbles, a fact file, Guide book

Wanted posters, retellings, retellings from another point of view, Sequel story

Little Wandle Scheme- Phonics & Spelling

Journey to cursive- handwriting

## Geography

Locate London on a map and identify landmarks

Describe geographical features of London.

Plan a trip to London.

## History

The Great Fire of London

When and how it happened. A timeline

Why did the fire spread.

Look at different sources. For example Samuel Pepys diary.

Look at fire safety and how it has changed.

## DT and Art

Art- Expressive painting.

D&T- Design and make a 17th Century biscuit.

## Computing

### Online Safety

Create a topic based e-book.

Collecting and organising data.

## London's burning! Spring Term

## PE

- Wednesday – Invasion games
- Fitness Friday- Games around health and fitness



## RE & PSHE incl. diversity

Worship and ceremonies/ Belonging to a group

Me and other people/ Me and my relationships

## Music

- Sparkyard music
- Recognising and exploring musical mood.
- Choosing sounds to match a theme or a character.

## Maths- White Rose Scheme

Y1 – Place value of Number, addition and subtraction within 20, place value within 50, Measurement – length and height, weight and volume,

Year 2- Money, Multiplication & Division, Length & Height, Mass, capacity & temperature

## Science

### Food chains.

I can describe how animals get food.

I can order the animals and plants in a food chain.

I can create food chains and talk about the roles of the different animals and plants within a food chain.

I can compare the food chains I have created with other food chains.

### Living things and where they live.

I can compare and group things into living and non-living.

I can describe movement as something that all living things do.

I can compare things that are alive, dead or never alive.

I can explain why different animals live in different habitats.

I can identify living things that live in a micro habitat.

I can think of ways that I can encourage living things to live safely in a micro habitat.