

| Medium Term Planning | | Learning Journey Map | | Term: | Spring 1 | Weeks: 5 |
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| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture | | | | | | |
| Teaching and Learning Principles and Curriculum Driver | | | | | | |
| Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience | Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills | Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? | | | |
| Experiencing a fire Great Fire of London Workshop – Trunk Theatre | Creating a moving picture Putting out fires | Fire -pit Burning of children’s Victorian houses Great Fire of London Workshop – Trunk Theatre Links to fires in Turkey & The Grenfell Tower | Making cakes to sell for parents and money will go to charity. | | | |

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| <div>YEAR 1</div> <div>Title: London’s Burning</div> | | <div>Key Curriculum Areas:</div> <div>History and D&T</div> | | | | |
| <div>Big Bang</div> <div>Sensory experience of fire.</div> | <div>School Trip/Special Events</div> <div><div><div>A visit from the local fire brigade.</div><div>Great Fire of London Workshop.</div></div></div> | <div>Learning Journey- History</div> <div><div><div>To discuss and understand the significance of the Great Fire of London.</div><div>Explain how the Great Fire of London has impacted today.</div><div>To understand how the modern fire service works and how this has impacted on fighting fires now.</div><div>To discover what happened to the people who lost their homes in London.</div></div></div> | <div>Maths</div> <div><div>Place value:</div><div><div>Count in 2’s.</div><div>Count backwards and forwards.</div><div>Count to and across 100.</div><div>Count in multiples of 5’s and 10’s.</div></div><div><div>Money:</div><div><div>Recognise different coins.</div><div>Know the value of different coins.</div><div>Exchanging money.</div><div>Representing an amount using different coins.</div></div><div><div>Addition involving money:</div><div><div>Use the symbols + & =</div><div>Solve 1 step problems</div><div>Know the value of different coins.</div></div><div><div>Multiplication:</div><div><div>Using arrays to represent problems.</div><div>Solve 1 step problems involving m multiplication.</div><div>Count groups of objects.</div></div></div></div></div></div> | <div>English</div> <div><div>Fiction</div><div><div>Vlad and the Great Fire of London by Kate Cunningham,</div><div>To orally retell and sequence a 3-part story.</div><div>To write a narrative.</div></div><div><div>Non-Fiction- Instructions</div><div><div>To read and follow a set of instructions.</div><div>To use imperative verbs.</div><div>To write a set of instructions.</div></div><div><div>Spelling- Spring 1 spelling list.</div><div>Handwriting: printed</div><div><div>Guided Reading: daily sessions teaching reading skills.</div><div>Phonics: daily sessions teaching sounds.</div></div><div><div>Cross Curricular Links</div><div>The Great Fire of London</div></div></div></div></div> | <div>Science</div> <div>Animals including humans</div> <div><div><div>Identify, name, draw, label the basic parts of the human body</div><div>say which parts of the body are associated with each sense.</div></div></div> | |
| <div>Celebration</div> <div>Burning of children’s Victorian houses.</div> | | <div>Learning Journey- D & T</div> <div><div><div>To make a moving picture.</div><div>To use a slider and lever to create a product,</div><div>To evaluate existing products.</div><div>To evaluate my own product.</div></div></div> | | | | |
| <div>Music</div> <div><div>To sing clearly.</div><div>To perform a melody on tuned percussion.</div></div> | | <div>PE</div> <div><div>Indoor- Games (aiming)- To explore the sport boccia.</div><div>Outdoor- Gymnastics- To perform travelling movements.</div></div> | <div>Computing</div> <div><div>Using remote controlled devices and toys to move in meaningful ways.</div><div>To understand and make commands.</div></div> | | | |
| <div>PSHE</div> <div><div>Identifying successes and achievements.</div><div>How to be a good friend.</div><div>What is bullying?</div></div> | | | | | | |