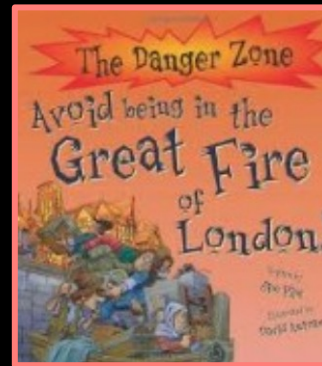


The Big Smoke!

Year 1 Summer 1

Key Vocabulary

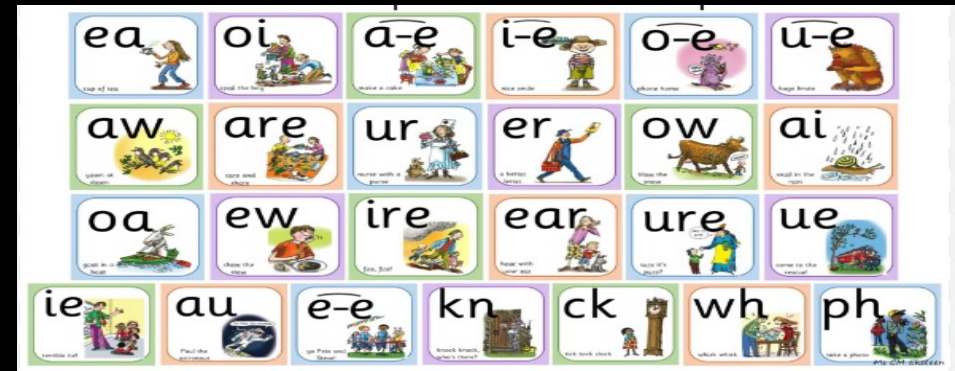
The Great Fire of London	London's worst fire. It happened in 1666. Not many people died but the fire destroyed a big part of the City of London.
Fire	Flames that burn items making light, heat and smoke.
Smoke	Gray or black dirty air made when something is burning. It makes you cough and can make you sick.
London	The capital city of England. It is the biggest and has the most people.
Firefighter	A person whose job is to put out fires and rescue people after an accident.
Equipment	Things you need to do a job or task.
Samuel Pepys	A man who was there at The Great Fire of London. He wrote down what he saw and heard in a diary.
Diary	A book where people write down their private ideas, thoughts and feelings.
Source	Something that gives information about the past.
Bakery	A shop where bread and cakes are made/sold.
Pudding Lane	The road where the bakery that started the fire was.
Tower of London	A castle in London. It was used as a palace and a prison. The Crown Jewels are there.
King Charles II	The man who was King when The Great Fire of London happened.



Our focus texts



In Phonics we will be learning:



History - Knowledge, understanding and skills developed

Chronological understanding

- Show an awareness of the past, using common words and phrases relating to the passing of time (*before, after, past, present, then, now, a long time ago*).

Historical enquiry

- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (inc. Samuel Pepys' diary).
- How The Great Fire of London changed London (building materials, monuments, creation of the Fire Service, firefighting equipment and spacing of buildings).

Historical interpretation

- Events beyond living memory that are significant nationally or globally (The Great Fire of London).

Organisation and communication

- Speak about how he/she has found out about.

The Big Smoke!

Geography - Knowledge, understanding and skills developed

Locational knowledge

- Name and locate London and its landmarks
- Find out what part of London was destroyed in the great fire.

Human and physical geography

- Identify the weather conditions which helped the fire to spread so quickly.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather. Key human features, including: town, farm, house, office and shop.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify London and its landmarks.
- Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.



Science - Knowledge, understanding and skills developed

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Use the local environment to explore and answer questions about plants growing in their habitat.
- Observe the growth of flowers planted.

Working scientifically

- Observing closely, using simple equipment.
- Performing simple tests to find out what plants need to grow.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help answer questions.

Keep an eye out for emails about our Great Fire of London workshop!



Art - Knowledge, understanding and skills developed

- See the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work (*portraits of Kings and Queens*).
- Use range of drawing materials.
- Use collage to create portraits.
- Mix paint to create secondary colours.
- Design, create and evaluate their own piece.

Music - Knowledge, understanding and skills developed

Charanga - In The Groove! (Different musical styles)

- Know and recognise the sound and names of some of the instruments used in songs.
- Join in with simple rhythmic patterns using clapping or other instruments e.g. to show the pulse.
- Improvise by clapping, singing and playing instruments.
- Help to compose a simple melody using one, two or three notes.
- Understand what pulse, rhythm and pitch are and how they work together.
- Learn to start and stop singing when following a leader.
- Perform a song with accompanying instruments.