

Immersion Event

- Baking bread

Parent Partnership Events

- Christmas Concert – TBC

Reading / Book Events

- National Non-Fiction November
- (Bonfire Night, Remembrance, Winter, Christmas)

Additional Events

- Bonfire Night - 5.11.24
- Remembrance Day - 11.11.24
- NSMW –
- AB Week Winter Solstice -

Key Texts

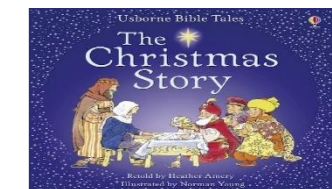
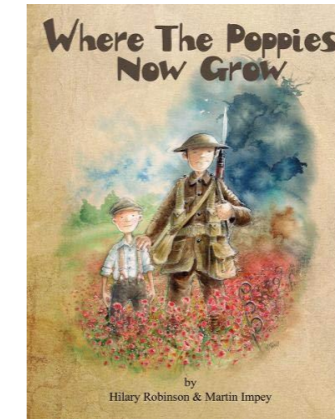


The Great Fire of London



This topic focuses on the history of The Great Fire of London and the positive changes that were made. The children will create their own houses display and bake bread just like they did in 1666. They will also further develop knowledge of the four seasons by understanding the changes that happen from autumn to winter.

Supporting Texts



Home Learning

Reading:

- To ensure success, all children are expected to read **at least 5 times per week** at home.
- Home reading needs to be recorded by an adult in the blue reading diary.
- Our new reading scheme 'Little Wandle' allows for children to fully develop their fluency skills by keeping their carefully selected decodable book.
- Entries will be counted Thursday to Thursday in order to earn a stamp on the church tower reward chart and be rewarded in Friday's Celebration Worship. You will be invited to this once your child has completed their reading tower.
- Your child will be able to choose their own 'reading for pleasure' book from our wonderfully stocked library. They can be changed on a Tuesday, but we are happy for children to change their book as often as they would like as they are returning their previous book.

Reminders

Water bottles:

- Please send your child to school with an empty, capped, named water bottle each Monday morning.
- This will be returned every Friday for washing over the weekend.

Uniform / Clothing:

- All children **must** wear the correct active uniform (plain white t-shirt/polo shirt, plain royal blue sweatshirt/cardigan/jumper/ fleece, plain black joggers/ skort/leggings, plain black shoes / trainers – **no colours or logos except the school badge**)
- We do not allow the children to wear jewellery, including the wearing of **earrings**.
- Please only send flat book bags. Rucksacks do not fit on the children's pegs and cause slipping and tripping hazards in corridors.
- Every child needs a pair of named wellies on their peg in a plastic bag to make the most of our wonderful school grounds in all weather.
- Please send your child with an old adults' shirt that can be used for painting.

Staffing

- The teachers will be Mrs Wilmott and Miss Wakefield will teach on a Wednesday.
- The teaching assistants will be Mrs Purdy and Mrs Hallam will support on a Friday.

Dojo

- We will continue to use the Dojo app to communicate with you about **learning**. All other queries and absence matters must be relayed to the **school office**.

Prior Learning

- In nursery, the children learned all about themselves and focussed on what makes them special and unique. They thought about how they have grown from being babies to toddlers. They gained an awareness of where they live. They experimented with a range of different materials and started to think about the season of autumn, noting key changes that happen at this time of year.
- In reception, the children learnt all about their families and how these vary for individuals. They learned the importance of belonging and feeling loved and cared for. They looked at family trees, thinking about the passing of time for different generations. They started to learn where their houses are and the area in which they live. They investigated the properties of different materials within the provision such as floating and sinking and also learned more about what the weather is like, what happens to trees and what animals do in autumn.
- Last term in year 1 the children and teachers got to know each other better. The children spent time writing letter booklets to the teachers to help them know more about them. They have learnt about the current school grounds, using maps and plans to help increase their knowledge. Children then built on this knowledge and used photographs to sketch the school building.

CORE SUBJECTS



As **communicators**, the children will share their ideas in all subjects. They will discuss life during The Great Fire of London and talk about how houses have changed over the years. They will also learn and use new vocabulary related to the topic being covered. They will regularly speak to their talk partners, building on the ideas of others to help them plan their own work. Speaking and listening activities will be carried out throughout all lessons to help the children clarify their thinking as well as organise their ideas for writing.

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As **readers**, the children will continue developing their word reading, fluency and comprehension skills. The children will continue to progress through the Phonics programme 'Little Wandle' and have a daily lesson. The children have reviewed phase 2,3 and 4 in Autumn 1 and will now be taught Phase 5. The children will hear, share and discuss a range of texts to help develop their reading skills and to learn more about schools. These include non-fiction books about The Great Fire of London.

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As **writers**, the children will read all about 'The Great Fire of London'. They will write a diary, as Samuel Pepys including a detailed timeline.

The children will write a recipe with instructions on how to make bread and then they will follow their instructions to complete the task.

Later in the term the children will read the Christmas Story and have a chance to retell this in their own words.



As **scientists**, the children will build on their knowledge of materials from last term. They will use the knowledge they have gained to carry out a variety of investigations linked to properties of materials. They will use the simple properties of materials to help them investigate which materials they would choose is creating a new school raincoat.

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Building on learning in Reception and the first half term of Year 1, the children will further observe changes from Autumn to Winter, especially looking at and describing the weather associated with Winter. We will talk about the importance of the Winter Solstice, and what happened to day length before and after this event. They will look for signs of autumn in our school grounds, seeing what is happening to the trees, plants and animals.



As **mathematicians**, will read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They will add and subtract one-digit numbers to 10, including zero. They will solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. The children will look at patterns with numbers, shapes and colours. They will practise counting to one hundred, forwards and backwards, beginning with 0 or 1, or from any given number. The children will also spend some time focusing on geometry looking at 2D and 3D shapes, discussing their properties and making patterns.



As theologians, the children think about Christians' views of God. We will think about God as the creator of the earth through the creation story. We will also think about God as part of the Holy Trinity and understand what the Holy Trinity means for Christians.

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Near the end of the half term, we will look at the importance of the Christmas story to Christians. We will talk about what happened during the first Christmas. We will also think about what people do now to celebrate Christmas.

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The children will continue to say our daily school prayers which are recited at key points of the day (morning, playtime, lunchtime, worship, home time). All children will also attend whole school daily Collective Worship in the hall focused on our Four Langley Mill Foundations Aspire, Learn, Respect, Serve.

FOUNDATION SUBJECTS



As **artists**, the children will work collaboratively to design a large collage of Pudding Lane. The children will work with a variety of different materials and use these to help replicate the different patterns and textures we see based upon the houses in 1666. As they work together, they will have chance to evaluate their work and spend time changing and improving what they are creating.

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As **designers**, the children will read and follow Christmas instructions to make different Christmas foods and decorations.



As historians, the children will learn all about the history of The Great Fire of London and the positive changes in housing that were made from the devastating fire.

We will take a look at the history of both bonfire night and Remembrance Day. Talking about the importance of both of these events to our country and talk about why we still talk about these events today.



As young citizens the children will continue to follow the Derbyshire's PHSE Matters Scheme. This half term they will work through the 'Bullying Matters' unit. They will talk about feeling and emotions involved with bullying as well as the correct way to handle situations when other children are being unkind. They will talk about these and link it to the bucket filling learning they already know about.

We will also be using our new scheme 'Commando Joe's' which is a PSHE initiative with elements of physical education and we will be completing some lessons based on the experiences of Samuel Pepys.



As **Dancers**, the children will follow the **Time to Move** series of lessons. To begin with they will take part in '**Playground games**' Through this they will learn about different traditional games from around the world moving in time to music as they perform the different skills. They will then move onto '**A Great Fire of London**'.

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As **sports people** the children will take part in a variety of **invasion games**. They will think about the different ways in which a ball can be kicked, thrown, passed, hit and bounced. They will also think about where they can move their selves to when playing a team game.

Throughout all lessons they will be asked to evaluate their own and their peers 'performances' and learn how to get apparatus out and out it away safely.



As **technologists**, the children will follow the Teach Computing Scheme, 'Moving a robot'. This unit will introduce us to early programming concepts. They will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.

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The children will also follow the Digital Writing Unit each term to support work across the curriculum. This unit will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text and how to change the look of their text. They will consider the differences between using a computer to create text, and writing text on paper, explaining which method they prefer and reasons for their choice.

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Through all computing lessons the children will be taught how to use computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.



As **musicians**, the children will follow the 'Rhythm in the way we walk and banana rap' unit of the Charanga scheme. This is a six-week unit of work. All the learning is focused around two songs: Rhythm in The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). They will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. The children will also enjoy a range of songs from the BBC'S Great FIRE of London programme.

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The children will also listen to and learn a range of songs and specific tunes for the end of term Christmas performance.

