



Topic Title:

Sparkling Starter:

Fabulous Finisher:

Curriculum Drivers: Community Diversity Emotional Awareness Enquiry Enterprise Knowledge of the World Music Possibilities Spirituality Sports The Arts The Environment

As Readers we will:	As Writers we will:	As Communicators we will:	In computing we will:
<ul style="list-style-type: none"> <li>Study familiar stories and settings - Paddington, Paddington and the Grand Tour, Paddington at the Palace (Map and retell stories)</li> <li>Use Pie Corbett storytelling words and actions - story mapping</li> <li>Read and discuss Katie in London</li> <li>Chris Quigley - 'Brilliant Books' and 'Perfect Poetry' scheme</li> </ul>	<ul style="list-style-type: none"> <li>Create an information leaflet about London Landmarks (Geog Link)</li> <li>Write a set of instructions about how to make bread (History Link)</li> <li>Take inspiration from MC Grammar and The Legends of Literacy in all curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Mantle of the Expert - Set up company 'Great Fire of London' Day' - Travel back in time</li> <li>Drama/role Play/re-enact key events / freeze-frame / hot-seating - link with local colleges? - theme day</li> <li>S&amp;L - use of storytelling, story sacks, small world</li> <li>ELKLAN - Question Hunts linked to a variety of texts</li> </ul>	<p><u>Switched On Computing</u></p> <ul style="list-style-type: none"> <li>2:2 - We are games testers - Computational Thinking - Exploring how computer games work (Scratch, Screencast-O-matic)</li> <li>2:5 - We are detectives - Communication/Collaboration - Communicating Clues(Email system, Excel)</li> <li>Use iPads and a variety of APPs in all curriculum areas.</li> </ul>
As Mathematicians we will:		As Scientists we will:	
<ul style="list-style-type: none"> <li>Explore co-ordinates of London Maps</li> <li>Investigate, measure and compare different capacities - filling buckets of water for GFOL Link</li> <li>Investigate 3D shapes (Link with London Landmark Models)</li> <li>Inspire Maths Scheme</li> <li>BMBT and CLIC</li> </ul>	<ul style="list-style-type: none"> <li>Study Bus and train timetables - investigate time (o'clock, half past, quarter to, quarter past)</li> <li>Use London Underground - Measure distances between stations</li> <li>Investigate Money - Buying 'souvenirs' / paying for tickets - work out change, totals</li> <li>Enterprise Week Event - parental link</li> </ul>	<p><u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>Investigate why materials are used for specific jobs? Know about uses of some materials.</li> <li>Learn that materials can occur naturally or be manufactured. (Make flow diagrams - Eng Link)</li> <li>Investigate how objects made from some materials can be changed.</li> <li>Write information books about Materials (Eng Link)</li> </ul>	<p><u>Electrical Safety</u></p> <ul style="list-style-type: none"> <li>Ask - How can we keep London Buildings safe?</li> <li>Create Safety Posters - Add labels, lists and captions (English Link)</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>Paddington needs a new coat - What material would be the most suitable?</li> <li>Investigate how some materials change when heated / cooled.</li> </ul>
As Artists and Designers we will:	As Design Technologists we will:	As Musicians we will:	In physical education we will:
<ul style="list-style-type: none"> <li>Go on a Virtual Tour of the Tate Gallery</li> <li>Study and respond to the work of Bridget Riley and Matisse</li> <li>Investigate and research the work of local sculptor John Bridgman</li> <li>Study and paint London Landmarks</li> <li>S&amp;L - Evaluate artists work - use of SFA-style questioning to extend thinking</li> </ul>	<ul style="list-style-type: none"> <li>Design, make and evaluate a model of a London Landmark</li> <li>Investigate Food Technology/Healthy Eating - make a healthy packed lunch for Paddington</li> <li>To make bread and create packaging for Thomas Farynors' Bakery</li> </ul>	<ul style="list-style-type: none"> <li>Sing and perform a variety of songs about London -London's Burning / Let's go on a London Tour</li> <li>Listen to and respond to the National Anthem</li> <li>Charanga Units - Pulse/Rhythm and Pitch – Hands, Feet, Heart (South African) / Bubushka. (Listening, Appraising, Performing and Composing)</li> </ul>	<p><u>Games</u> <u>Dance</u></p> <ul style="list-style-type: none"> <li>Fire Dance/routine/sequence of movements</li> <li>Watch Trooping of the colour and create simple marching sequences</li> </ul>
As Geographers we will:	As Historians we will:	In religious education we will:	In personal, social and health education we will:
<ul style="list-style-type: none"> <li>Investigate the capital city of the UK</li> <li>Study a map of the United Kingdom and learn the names of the UK countries.</li> <li>Ask - Where is London? Use maps and globes</li> <li>Use Google Maps/iPads to explore landmarks.</li> <li>Plot London Landmarks along River Thames</li> <li>Compare and contrast Trimley St Mary to Peru - weather/climate/vegetation/population</li> </ul>	<ul style="list-style-type: none"> <li>Research Key Events in the Past - The Great Fire of London</li> <li>Ask - What were the buildings like in 1666?</li> <li>What was the transport like? Fire fighting - compare then and now - Fire Station visit.</li> <li>Create timeline of events of GFOL -</li> <li>Write a recount - use of Pie Corbett words / actions/ mapping (English Link)</li> <li>Write Samuel Pepys diary extracts (Eng Link)</li> </ul>	<p><u>The Emmanuel Project - Believing</u></p> <ul style="list-style-type: none"> <li>Judaism - Why do Jewish families talk about repentance at New Year?</li> <li>Christianity - Why was Jesus give the name 'saviour'?</li> <li>Listen to and retell/write the Christmas Story (English Link)</li> <li>Visit to local Church to learn about the First Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Look at new beginnings, and think about how we can help to make our class a good place to learn.</li> <li>Discuss and learn about the different types of relationships we have at home and at school.</li> </ul>