The Big Question: If I could be a famous person from the past, who would I be?

Launch Assembly: The Suffragettes	WOW Day: Dress up as a famous person from history Educational visit to the National Space centre

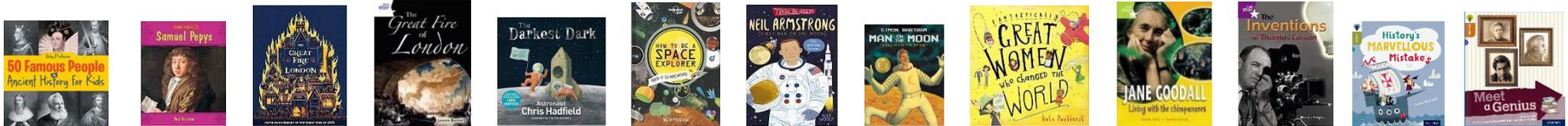| Foley 5: Care and Kindness *Freedom* and tolerance	Foley 5: Individuality Responsibility	Foley 5: Community *Tolerance* and trust	Foley 5: Resilience Strength and weakness	Foley 5: Growth *Respect* and enjoying success and pride	Foley 5: Care and Kindness *Individual rights* and Peace

Everything starts with a read!

Local Famous Local Families (Kinver Rock Houses)	National The Great Fire of London - key individuals and their involvment in the fire	International Space explorers – Apollo 11 astronauts, Mae Jemison, Tim Peake
History and Geography **Curriculum links** Geography - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage History - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**New learning** Children will recap the four countries of the United Kingdom and name the capital cities. They will find London on a map – what is it like to live in London? Possible link with a London school? Children will be taught about the Great Fire of London and learn about significant people from history. In particular Samuel Pepys and Thomas Farriner. Children will learn about Neil Armstrong, Buzz Aldrin and Michael Collins and the first moon landing. **Key knowledge / facts:** **In 1666, a huge fire that started in a tiny bakery burned down most of London.** The fire was so big that it was called the **Great Fire of London**. The fire lasted four days, and burned down over 13,000 homes. There are a lot of reasons why the fire was so large, mostly to do with the way houses were built – a lot of them were made from wood, and were very close together. 1. **The Great Fire of London happened between 2-5 September in 1666.** 2. The fire began in a bakery in Pudding Lane.	**Knowledge rich curriculum** **Building on prior knowledge:** In year 1 children will have named the four countries of the UK and their capital cities. They will have learnt about significant individuals in the past and placed events on a timeline. **Skills required:** Place events on a time line. Understand that houses and cities were different in the past. Locate places on a map. **First hand experiences:** Make links with a London school Use maps and atlases to locate London and track where the fire spread to.

	3. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. 4. In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together. **5. We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.** 6. Artists who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we'd been there too. 7. To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. 8. People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt. 9. When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together. 10. Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today.	**Key language** Past, London, City, River Thames, Thomas Farriner, Flammable, St Paul's Cathedral, Christopher Wren, Fire break, Fire hook, eye witness, United Kingdom, England, London, Wales, Cardiff. Scotland, Edinburgh, Northern Ireland, Belfast.
Music **Curriculum links** - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music	**New learning** Children will explore a selection of music linked to the themes of space and fire. They will be given the opportunity to explore instruments and recreate their own responses to the songs they have heard. Here are some examples: "All That Is or Ever Was or Ever Will Be" - YouTube The Elements: Fire	Audio Jukebox	Instrumental	Bhaskar Chandavarkar - YouTube **Key knowledge / facts:** How music can evoke different moods. That we can create our own music using a range of instruments. **Key language** Names of all percussion instruments Emotional responses, mood, reaction Create, compose	**Knowledge rich curriculum** **Building on prior knowledge:** The children have listened to music from other countries and learnt to share their responses to the music. They have added movement in response to the music. They have explored the sounds of a variety of percussion instruments and have used these to create their own music. They have used 'found' materials to create their own music in response to listening and watching musicians use 'found' materials in their own compositions. They have used their own bodies to produce body percussion in Year One. **Skills required:** • Listen with concentration and understanding to a range of music • Express their own responses to the music they hear • Use a variety of instruments to recreate sounds heard and to create their own music

First hand experiences:
- Experience a variety of music through the use of the internet/videos
- Explore a range of percussion instruments

Art / DT **Curriculum links** - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**New learning** Children will look at famous historical artists and learn about why they are so famous. They will offer their own responses to the art. They will reproduce their own art inspired by a famous artist. The children will explore using different media to produce the details on the picture – paints, pastels, oil pastels Focus - Van Gogh – starry night **Key knowledge / facts:** Know about different famous artists and the works that they produced e.g. Leonard Da Vinci painted the Mona Lisa (include ceramics, sculpture and other media). What techniques/media the artist uses in their art e.g. impasto in Van Gogh's work What colours are used in the art. What emotions/responses the painting evokes in people. **Key language** Artist, famous, views, emotions, feelings, responses, different art media and techniques (sculpture, ceramics, paint, broken lines, circular lines, impasto), names of famous artists such as Henri Matisse, Vincent Van Gogh, Leonardo Da Vinci, Jackson Pollock.	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One the children have learnt about famous artists and their work – Andy Warhol, Arcimboldo. They have produced their own paintings, collages and sculptures using real life fruits based on the artist's work. **Skills required:** Use of paint – brush strokes Adding thickener to paint (such as flour) to enable texture in own paintings (to mimic the texture of impasto) Use of white broken lines and circular lines to depict movement/twinkly impression of stars **First hand experiences:** Photos of famous art work such as Henri Matisse, Jackson Pollock, Leonardo Da Vinci, Vincent Van Gogh. Explore the reviews of famous works – what do people think of the Mona Lisa and why? What are your responses to it?
Science **Curriculum links** **Uses of everyday materials** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses **Animals including humans** - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	**New learning** *During our learning about The Great Fire of London children will be exploring materials:* Children will explore the materials that were used to build houses in 1666 and learn more about their properties. They will then explore the properties of materials used to build houses today and explore the properties They will compare the two methods of house building to decide which method is safer and why. (identifying and classifying) (using their observations and ideas to suggest answers to questions) The children will then learn more about the leather buckets the firefighters used in 166 to help put out the fire. They will explore why leather was used as the material for the bucket. Children will then investigate a range of different materials to discover which	**Knowledge rich curriculum** **Building on prior knowledge:** This year, children have already explore the properties of different materials and learnt how some materials can be changed. They have learnt about the basic needs of humans and animals. They have learnt what humans need to survive and stay healthy. **Skills required:** - Find out about the materials that houses were made from in 1666 and are made from today - Compare the differences between the materials from 1666 and today's houses - Investigate and test materials for their waterproof properties and rigidness in order to find a suitable material to create a bucket to

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working Scientifically
- asking simple questions and recognising that they can be answered in different ways

- observing closely, using simple equipment

- perform simple tests

- identifying and classifying

- using their observations and ideas to suggest answers to questions

ones would also be suitable to make a bucket and which ones would not (and explain why). Through this they will explore the vocabulary waterproof, absorbent, flexible and rigid. (observing closely using simple equipment) (performing simple tests)

During our learning about space explorers children will be exploring humans as living :

Children will revisit their learning about humans and living things and their basic needs. They will rediscover that humans need water, air and food to survive. They will then explore how astronauts in space can get these essential things and how it differs to how we might get them on Earth!

Children will learn about how humans can keep themselves healthy in space. They will discover how astronauts exercise, stay clean and relax. Children will generate some questions to find out more about living in space. They will then watch videos of astronauts in the International Space station and read texts to find out the possible answers. (asking simple questions and recognising they can be answered in different ways).

Key knowledge / facts:
- Most houses in 1666 were built using wood and thatched rooves. These materials are flammable and meant the fire was able to spread quickly.
- Houses today are often built with bricks with tiled rooves. This materials do not set fire as easily and would prevent a fire from spreading.
- In 1666, buckets were made from leather. Leather is waterproof and so a bucket made from leather would hold water.
- A bucket can be made from any material that is waterproof and rigid.
- Humans need air, water and food to survive. This is the same if the humans are in space. Air, water and food are harder to get in space and needs to be prepared for before leaving Earth.
- Astronauts take dried food in packets with them to the International Space Station. The Space Station makes air and water. If an astronaut leave the Space Station on a

move water from one place to another without spillage
- Find out how astronauts stay alive in space through observation and research
- Observe and consider how humans can stay healthy and happy whilst in space.

First hand experiences:
- Explore real life materials that were used to make houses in 1666 and are used today.
- Test materials to investigate if they are waterproof and rigid in order to make an effective bucket
- Generate questions to find out more about living in space.
- Research and observe how humans stay alive, healthy and happy in space by reading books and texts and watching videos of first-hand accounts.

Key language
Animals including humans: air, basic needs, bones, child, exercise, food, gravity, healthy, humans, hygiene, lifecycle, muscles, nutrition, space, survival, water
Uses of everyday materials: absorbent, bendy, brick, cardboard, dull, fabric, glass, leather, man-made, metal , natural, opaque, paper, plastic, recyclable, rough, shiny, smooth, soft, stiff, transparent, waterproof, wood
Working Scientifically: classify, compare, describe, discuss, find out, identify, notice, observe, predict, properties, question, suitable, test, unsuitable, uses

	spacewalk, they must wear a suit that provides air to them to breathe. • The International Space Station has ways in which the astronauts can exercise such as a treadmill. There are showers and toilets – although they are a little different to those here on Earth! Astronauts can enjoy watching films, listening to music, reading books, emailing and calling their friends and family and can look outside at the views below during their spare time in space. These things help them to relax.	
Computing **Curriculum links** - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs	**New learning** Programming – Robot Algorithms Firstly, children will recap on their knowledge of Scratch Jr. They will identify the start of sequences and input algorithms, using the command blocks. Next, children will learn that every sequence of commands has an outcome. They will predict the outcomes of real-life scenarios and a range of small programs in Scratch Jr. They will then use a set of blocks to create programs that produce different outcomes when run. Children will then learn to use the 'start on tap' and 'go to page' (change background) blocks. They will then use a predefined design to create an animation using these command blocks. We will then investigate an existing quiz design and think about how this can be realised within Scratch Jr. They will then choose background and characters for their own quiz project – using their knowledge gained this half term through our big question. Using their designs from the previous lesson, children will create their own quiz program using their own choices of questions, artwork and algorithms. They will increase the number of blocks used within their sequences to create more complex programs. Finally, children will compare their finished quiz program to their design. They will think about how they could improve their design by adding additional features, modify their design and then implement this on their devices. They will also find and correct errors in programs (debugging).	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have begun to explore using Scratch Jr on the iPads. They have used the command blocks to input simple algorithms to move a sprite. They have changed the background and sprites to create a simple program using Scratch Jr. **Skills required:** • Use command blocks in Scratch Jr to input algorithms • Predict the outcomes of algorithms • Investigate existing quiz designs and design a quiz program • Create a quiz program with independent choices of questions, artwork and algorithms • Evaluate their program, identifying areas of improvement and debugging errors. **First hand experiences:** • Explore the use of familiar command blocks to refamiliarise ourselves with Scratch Jr • Predict outcomes of algorithms and then input them to test predictions out • Learn about and explore using 'start on tap' and 'go to page' command buttons • Investigate existing quiz programs • Design our own quiz program including artwork, questions and algorithms

Key knowledge / facts:

- Scratch Jr is a program we can use on an iPad to input algorithms and create programs.
- We need to join different command blocks to create a sequence of instructions (algorithms). The order of the command blocks is important as the computer will follow it exactly.
- We can use the 'start on tap' and 'go to page' blocks to change to a new scene/background. This is very useful when making a quiz!
- To create a quiz on Scratch Jr, we need to plan our design, questions and algorithms before inputting it into the app.
- We need to test our program to check it works correctly as we expect. If it does not, we need to find the problem in our code and correct it. This is called debugging.

- Input designs into Scratch Jr to create our own quiz program
- Evaluate programs and look for ways to improve or correct (debug)

Key language

algorithm, blocks, code, command, debug, go, go to page, input, instructions, iPad, left, plan, predict, program, questions, quiz, right, route, Scratch Jr, sequence, sprite, start on tap