



Flames of Glory



Year 1/2

Spring 2021



Immersion



SPARCS

Carousel learning day

Whole School Art exhibition -
Recreating Leonid Afremov
(Flames of Happiness)



Experiences

Trip to York to look at Tudor
houses - sketch and draw for
Art project

Presentation of Learning

Whole school Art exhibition

Building junk models of Tudor
homes and setting fire to
them - build with parents



National Curriculum Links History

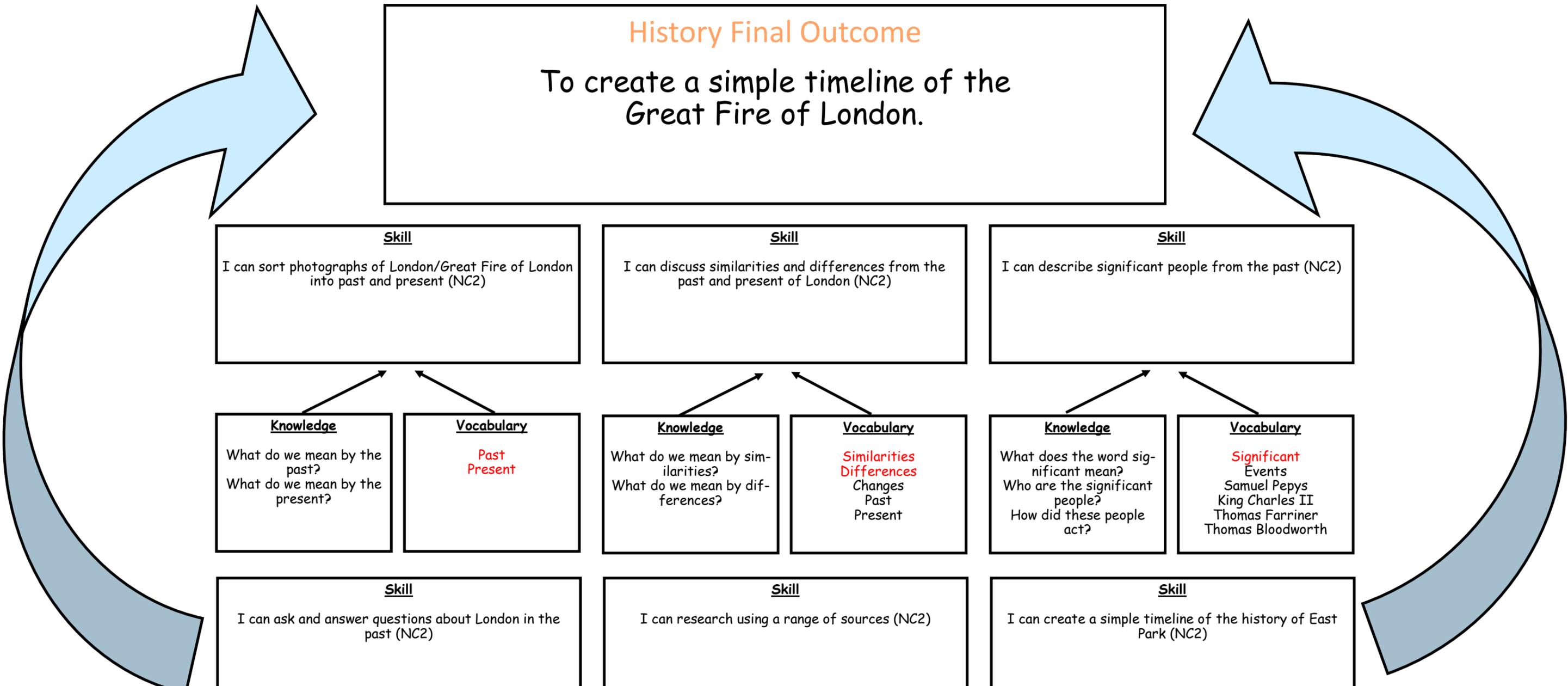
NC2: events beyond living memory that are significant nationally or globally - *The Great Fire of London*

Historians

As Historians we will be studying The Great Fire of London. We will talk about where and how it started and look at the homes from this period of time. We will look at similarities and differences between today and the past and talk about how life has changed. We will make a timeline to show the events of the fire and learn some of the key facts and information using a range of sources.

History Final Outcome

To create a simple timeline of the Great Fire of London.



Skill

I can sort photographs of London/Great Fire of London into past and present (NC2)

Skill

I can discuss similarities and differences from the past and present of London (NC2)

Skill

I can describe significant people from the past (NC2)

Knowledge

What do we mean by the past?
What do we mean by the present?

Vocabulary

Past
Present

Knowledge

What do we mean by similarities?
What do we mean by differences?

Vocabulary

Similarities
Differences
Changes
Past
Present

Knowledge

What does the word significant mean?
Who are the significant people?
How did these people act?

Vocabulary

Significant
Events
Samuel Pepys
King Charles II
Thomas Farriner
Thomas Bloodworth

Skill

I can ask and answer questions about London in the past (NC2)

Skill

I can research using a range of sources (NC2)

Skill

I can create a simple timeline of the history of East Park (NC2)

Knowledge

What is a primary source of evidence?
What is a secondary source of evidence?

Vocabulary

Primary
Secondary
Information
Facts

Knowledge

What is a primary source of evidence?
What is a secondary source of evidence?

Vocabulary

Primary
Secondary
Information
Facts

Knowledge

What is a timeline?
What is chronology?

Vocabulary

Chronological order
Past
Present
Old
New
Dates

National Curriculum Links Geography

NC2: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
NC6: use world maps, atlases and globes to identify the United Kingdom and its countries
NC7: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Geographers

As Geographers we will look at key landmarks in London and plot them on a map, we will link this to our history work about the great fire of London. We will use keys to locate different places. We will use maps and atlases to locate the 4 countries of the United Kingdom and we name them all. We will also name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Geography Final Outcome
To create a map of Pudding Lane.

Skill
I can name, identify and locate the 4 countries of the UK and their surrounding seas (NC2, NC6)

Knowledge
What are the 4 countries of the UK?
What are the surrounding seas of the UK?

Vocabulary
Locate
Label
Country
Seas
Land

Skill
I can name and locate the capital cities of the 4 countries of the UK (NC2, NC6)

Knowledge
What are the capital cities of the UK?

Vocabulary
Locate
Label
Capital city

Skill
I can identify the human and physical features of London (NC3)

Knowledge
What is a human features?
What is a physical feature?

Vocabulary
Human feature
Physical feature

Skill
I can compare maps from different times to identify similarities and differences (NC3)

Knowledge
What is a map?
What is similar?
What has changed?

Vocabulary
Map
Similarities
Differences
Changes

Skill
I can identify key landmarks of London and plot them on a map (NC2, NC7)

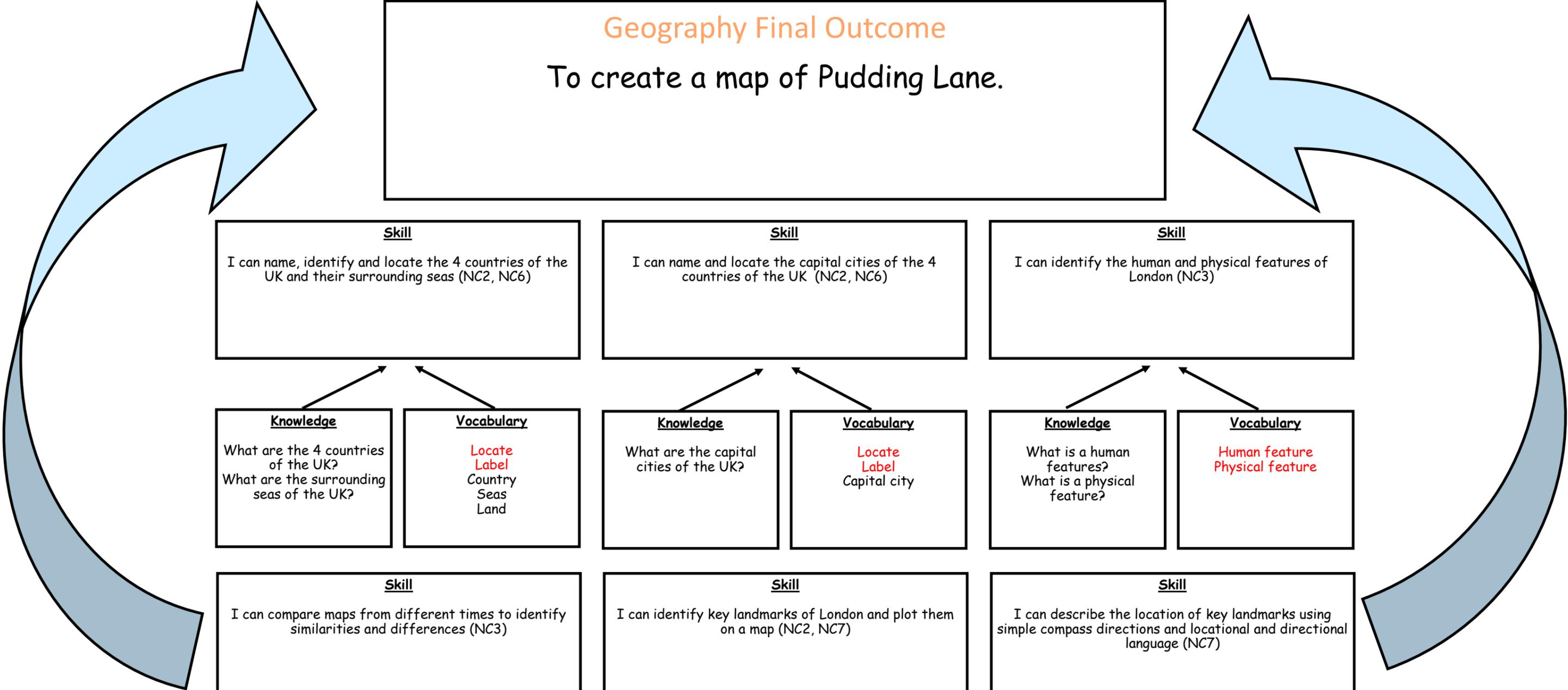
Knowledge
What are the key landmarks of London?
What is a map?

Vocabulary
Landmark

Skill
I can describe the location of key landmarks using simple compass directions and locational and directional language (NC7)

Knowledge
What is a compass?
What do we use a compass for?
What are the compass points?
What is left/right?

Vocabulary
Symbol
Key
Route





Humanities



History	WT/EWYFS	End of KS1
To investigate and interpret the past		<ul style="list-style-type: none"> Handle and use sources of evidence to make observations and simple comparisons Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/ someone act like they did? Would it be the same today? Understand some ways we find out about the past Understand and show how the past has been represented
To build an overview of world history		<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did
To understand chronology	<p>Talk about the past and present events in their own lives</p> <p>Talk about past and present events in lives of family members</p>	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts/ events/sources and sequence events within lifetime or period being studied on a simple time line Label time lines with words/ pictures or phrases such as: past, present, older and newer Talk about changes that have occurred in their own lives Use dates where appropriate
To communicate historically		<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace
Vocabulary		<p>Understand and use: period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept</p>

Geography	WT/EWYFS	End of KS1
To investigate places	To know about similarities and differences in relation to places around us	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's 7 continents and oceans
To investigate patterns	To talk about features of their own immediate environment and how environments might vary from one another	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Geographical content		<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> <p>Use geographical vocabulary: symbol, cycle, erode, label, locate, survey, route, orient, area, globe, community, environment</p>

National Curriculum Links

NC1: To use a range of materials creatively to design and make products
 NC2: To use **drawing, painting** and sculpture to share their ideas, experiences and imagination
 NC3: To develop techniques in using colour, **pattern**, texture, **line, shape, form** and space



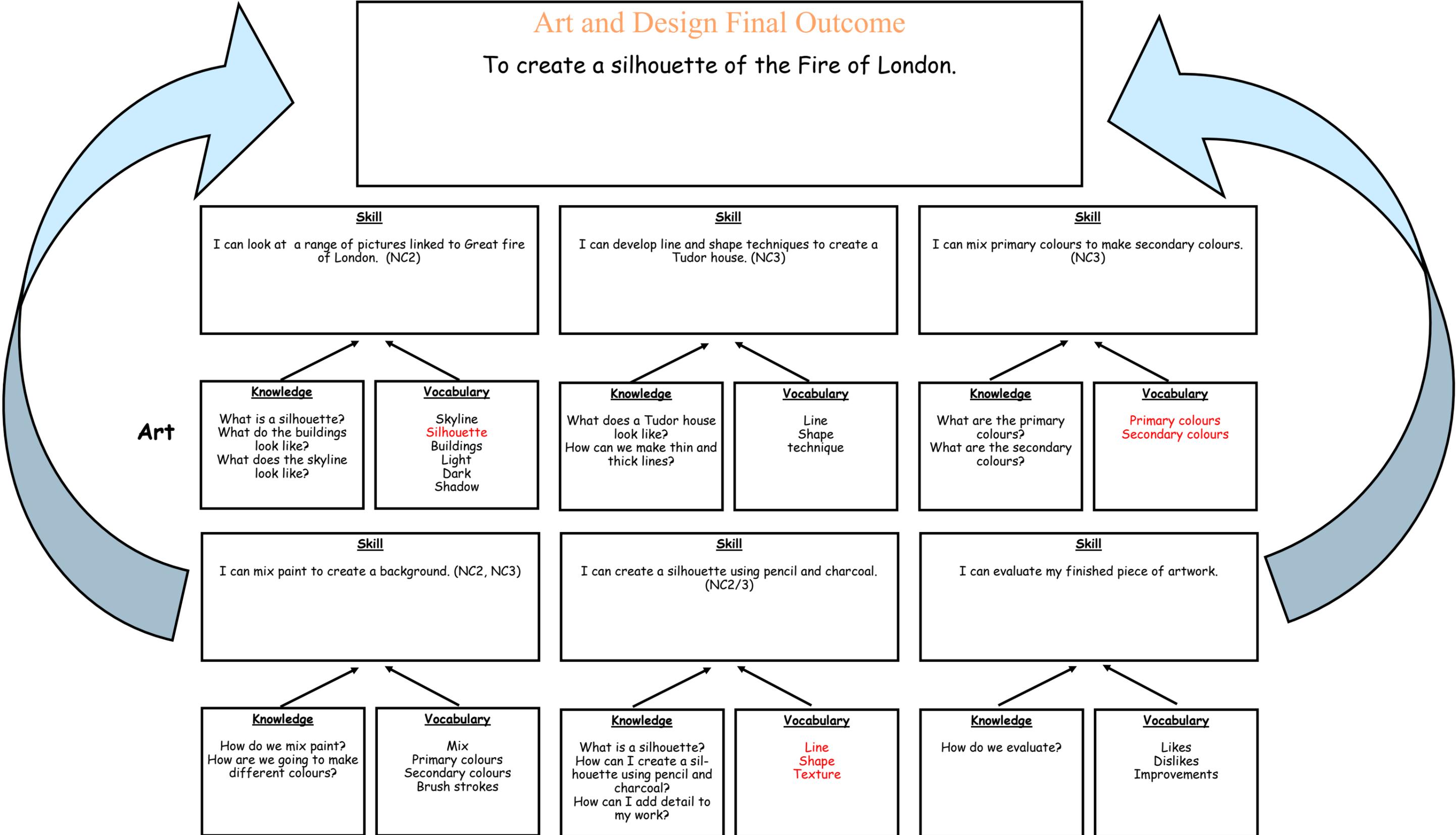
Art and Design

As Artists we will be using the fire of London as inspiration for creating a silhouette of London on Fire. We will mix paint to create a background and then charcoal to draw the burning buildings skyline. We will look closely at Tudor houses and use sketching and then charcoal to draw a picture of a Tudor home. We will look at line, shape, form and pattern to create our finished picture.



Art and Design Final Outcome

To create a silhouette of the Fire of London.



Skill
 I can look at a range of pictures linked to Great fire of London. (NC2)

Knowledge
 What is a silhouette?
 What do the buildings look like?
 What does the skyline look like?

Vocabulary
 Skyline
 Silhouette
 Buildings
 Light
 Dark
 Shadow

Skill
 I can develop line and shape techniques to create a Tudor house. (NC3)

Knowledge
 What does a Tudor house look like?
 How can we make thin and thick lines?

Vocabulary
 Line
 Shape
 technique

Skill
 I can mix primary colours to make secondary colours. (NC3)

Knowledge
 What are the primary colours?
 What are the secondary colours?

Vocabulary
 Primary colours
 Secondary colours

Skill
 I can mix paint to create a background. (NC2, NC3)

Knowledge
 How do we mix paint?
 How are we going to make different colours?

Vocabulary
 Mix
 Primary colours
 Secondary colours
 Brush strokes

Skill
 I can create a silhouette using pencil and charcoal. (NC2/3)

Knowledge
 What is a silhouette?
 How can I create a silhouette using pencil and charcoal?
 How can I add detail to my work?

Vocabulary
 Line
 Shape
 Texture

Skill
 I can evaluate my finished piece of artwork.

Knowledge
 How do we evaluate?

Vocabulary
 Likes
 Dislikes
 Improvements

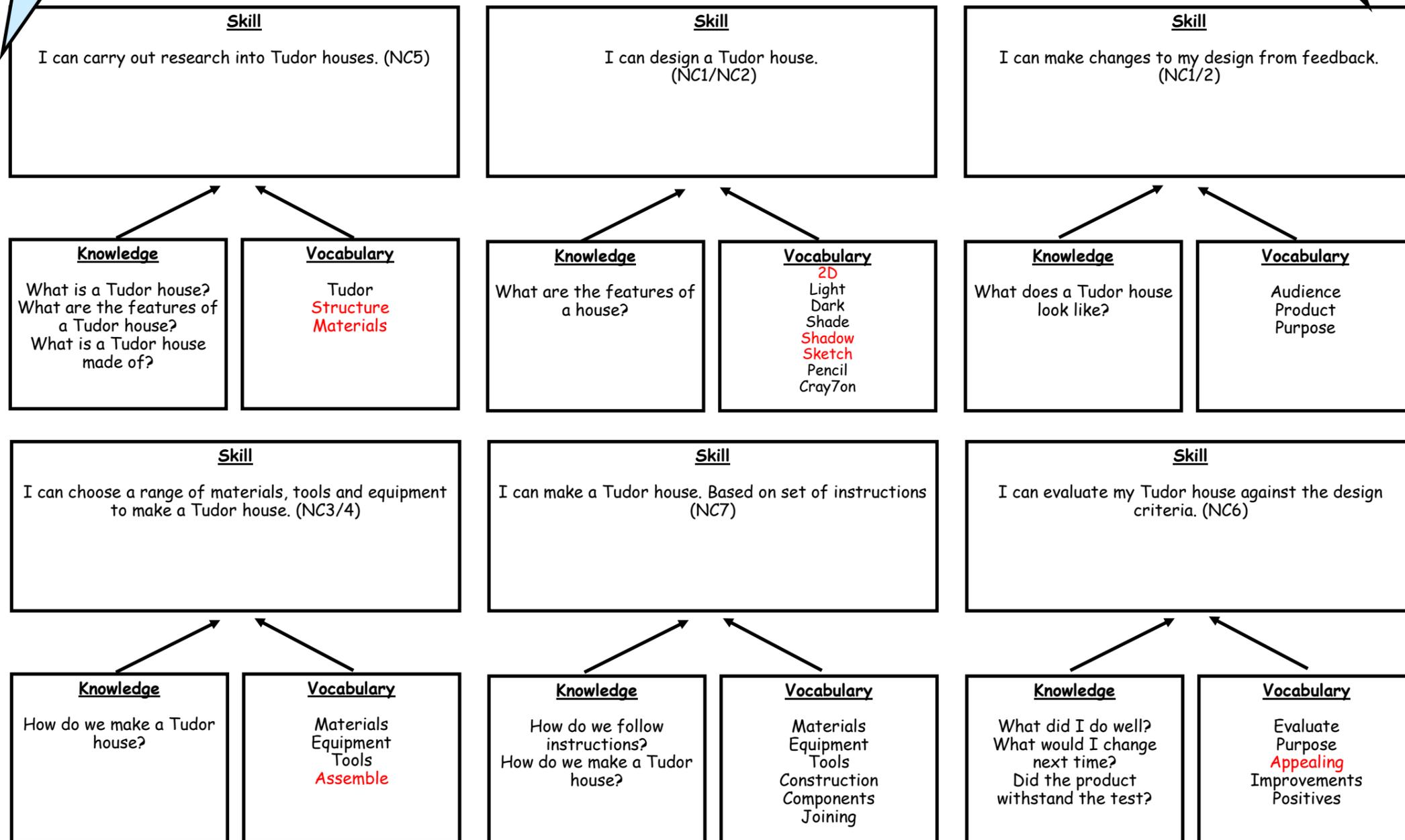
National Curriculum Links Design and Technology

- NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria
- NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- NC4: To select from and use a **wide range of materials** and components, including **construction materials**, textiles and ingredients, according to their characteristics
- NC5: To explore and evaluate a range of existing products
- NC6: To evaluate their ideas and products against design criteria
- NC7: To build structures, exploring how they can be made stronger, stiffer and more stable

Design and Technologists

As Designers we will explore a range of materials and structures to build our own Tudor buildings. We will consider the design of buildings, the properties of building materials and then contrast between the materials used in modern buildings and around the time of the Great Fire of London. We will design and make 3D models and of Tudor homes, and re-enact the Great Fire of London with tissue paper 'flames'! We will evaluate our designs and decide on which materials would be best to use for building homes in the future.

Design Technology Final Outcome
To create a 3D Tudor House.





Art and Design Technology



Art	WT/EWYFS	End of KS1
Painting	To experiment with colour	Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels Know primary and secondary colours
Drawing	To experiment with texture and form	Draw lines that are different sizes and thickness's Use dots and lines to add texture and show pattern
Art Appreciation		Talk about the work of notable/famous artists Use creative ideas and styles of artists studied to create their own artwork

DT		WT/EWYFS	End of KS1
To master practical skills	Materials	To use media and materials in original ways, thinking about uses and purposes	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
	Construction		<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
To design, make, evaluate and improve		Represent their ideas through using a range of design processes	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.
To take inspiration from design throughout history			<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

National Curriculum Links

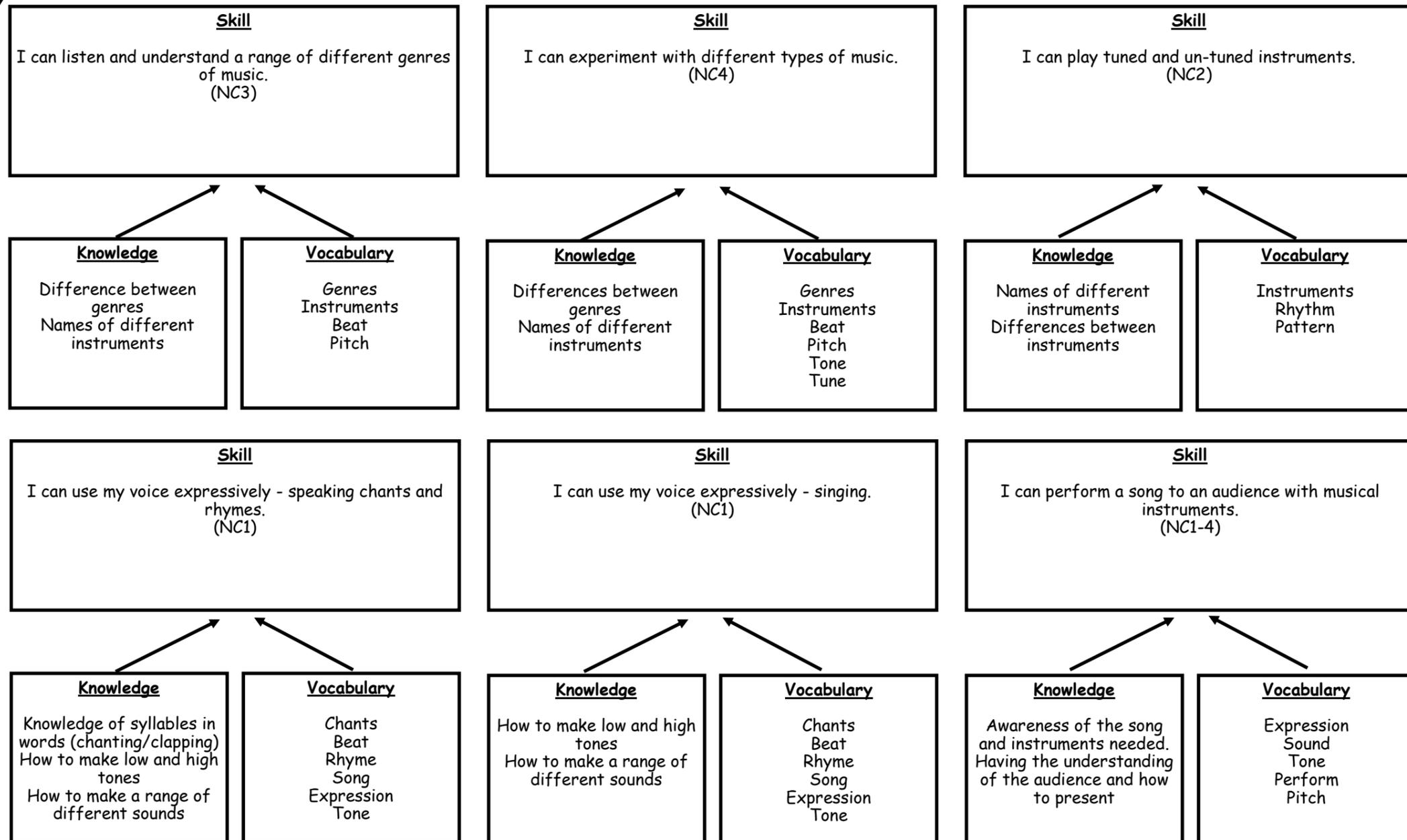
NC1: To use their voices expressively by singing songs and speaking chants and rhymes
NC2: To play tuned and un-tuned instruments musically
NC3: To listen with concentration and understanding to a range of high-quality live and recorded music
NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music

Music Charanga

Year1: Spring A: In the Groove (As musicians we will learn to sing a song in 6 different styles and compare and contrast the different musical genres)
Year1: Spring B: Round and Round (As musicians we will build on previous skills by learning a Bossa Nova Latin song. We will use instruments to play and develop our pitch, and rhythm skills)
Year2: Spring A: I wanna play in a band (As musicians we will learn to sing and play in an ensemble with this Rock inspired piece. We will continue to develop our musical performance skills)
Year2: Spring B: Zootime (As musicians we will learn to sing and play along to an Reggae inspired piece of music. We will continue to develop our performance skills and learn to play as an ensemble)

Music Final Outcome

**Perform song to partner class
(using voices and instruments)**





Music

Assessment

Music	WT/EWYFS	End of KS1
Perform	To sing songs and experiment with ways of changing them	<ul style="list-style-type: none">• Sing melodies accurately - following a simple melody• Know when and how to play a glockenspiel and a range of un-tuned percussion instruments• Use their voice and instruments to make long and short sounds• Imitate changes in pitch using their voice and a glockenspiel
Compose	<p>To represent their ideas, thoughts and feelings through music</p> <p>To make music and experiment with ways of changing it</p>	<ul style="list-style-type: none">• Use long and short sounds to create a sequence• Clap a simple rhythm• Create a range of different sounds (long and short, loud and quiet, high and low)• Choose sounds to create an effect for a specified theme• Create a short musical pattern• Create a short rhythmic phrase
Transcribe		<ul style="list-style-type: none">• Use symbols to represent a composition• Perform their own and others musical representations
Describing music		<ul style="list-style-type: none">• Talk about the beat of a tune• Recognise and talk about changes in timbre, dynamics and pitch
Musical Genres		Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra

National Curriculum Links

NC1: I can master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

NC3: I can perform dances using simple movement patterns.

PE

In Spring A, both Year 1 and 2 will participate in Animalates delivered by an external coach. They will learn some of the skills involved in rugby whilst developing different ways of moving and listening skills.

In Spring B, Year 1 and 2 the children will participate in dance and yoga. They will learn how to move in a variety of ways to create a sequence of movements.

Skill

I can master basic movements—running and jumping.

Skill

I can master basic skills—throwing and catching (rugby ball).

Skill

I can develop a range of different skills including—balance, agility and co-ordination.

Final Outcome

To complete a finish set task/circuit (Animalates)

Knowledge

How to move

Vocabulary

Movement
Running
Jumping
Walking
Jogging

Knowledge

How to catch and throw a rugby ball
How a rugby ball moves and its shape

Vocabulary

Throwing
Catching
Moving
Jogging
Walking

Knowledge

How to maintain control during movements.

Vocabulary

Moving
Walking
Running
Jogging
Catching
Throwing

Skill

I can master basic movements—running and jumping.

Skill

I can develop a range of different skills including—balance, agility and co-ordination.

Skill

I can create a simple dance sequence by linking basic moves together

Final Outcome

To perform a topic related dance to an audience

Knowledge

How to move

Vocabulary

Movement
Running
Jumping
Walking
Jogging

Knowledge

How to maintain control during movements

Vocabulary

Moving
Walking
Running
Jogging
Expression
Dance

Knowledge

How to make a sequence

Vocabulary

Dance
Sequence
Moves
Expression



PE



PE	WT/EWYFS	End of KS1
Games	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p>	<p>Understand the concept of different teams.</p> <p>Begin to use basic skills in succession. E.g. running and then kicking.</p> <p>Start to think about tactics e.g. what works well and what doesn't.</p>
Dance	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Follow a simple sequence and remember parts of the sequence.</p> <p>Move with careful control and coordination.</p> <p>Create a simple sequence by linking basic moves together.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>
Gymnastics	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Watch an action and repeat it with accuracy.</p> <p>Move with some control and awareness of space.</p> <p>Put actions together to form a sequence.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Begin to understand what a balance is and complete a range of balances.</p> <p>Climb safely on equipment.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>

Spring 1

Year 1 - Animalates

Year 2—Animalates

Spring 2

Year 1 - Yoga and Dance

Year 2— Yoga and Dance



Year 1

Computing

Assessment

National Curriculum Links Computing

NC4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC6 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Computing

Wanted dragon

Skill

I can use images and text to convey information

Skill

I can create a simple animation with moving characters and voice recordings

Skill

I can design and create programs for others to play

How to retrieve images
How to use the internet
How to retrieve information
How to put images and text on a programme

Information
Text
Images
Internet
E-Safety
Screen shot
Save

How to use a programme effectively
How to create a voice recording
Information about dragons

Internet
Program
App
Voice recording
Pause/Play

How to use the app
How to upload images and text
How to sequence information within the booklet

Program
Design
Purpose
Audience
Text
Images
Information

Final Outcome

To create a booklet all about dragons.



Year 2

Computing

Assessment

National Curriculum Links Computing

NC6 - To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

NC5 - To identify and describe uses of technology beyond school

NC2 - create and debug simple programs

Computing

What is a computer? (E-safety)

Skill

I can identify and describe uses of technology beyond school. (NC5)

Skill

I can use technology safely and respectfully. (NC6)

Skill

I can create a simple programme. (NC2)

What is a computer?
Different types of technology and their uses - in school and at home.

Technology
Computer
Components
Functions

What is e-safety?
How do we stay safe when using computers?
How do we stay safe online?
Why is it important to stay safe?

Safe
Respect
E-safety
Computer
Online
Gaming
Dangers

How can we create a booklet?
What programmes can we use?
How do we retrieve information and images?
How to use the internet
For what purpose and audience is this book for?

Internet
Booklet
Images
Information
Text
Colour
Size
Font

Final Outcome

To create a booklet all about computers.



Other Curriculum Elements



Enterprise drivers

- 1 - Team Work
- 2 - Risk
- 5 - Creativity and Innovation
- 6 - Positive Attitude
- 7 - initiative

RE

Year 1 - (Christianity)

Was it always easy for Jesus to show friendship?
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Year 2 - (Judaism)

How important is it for Jewish people to do what God asks them to do?
(Christianity - Is it true that Jesus came back to life again?)

British Values and SMSC

Jigsaw PSHE

Spring 1— Dreams and Goals

Spring 2— Healthy Me