

**English:**

Texts: Poems by Paul Perro; 'Toby and the Great Fire of London' by Margaret Nash and The Great Fire of London, Liz Gogerly

Write and perform poems. Use tone of voice, facial expressions and body language.  
Sequence events to retell a story.

Narrative writing Portal story comic strip

Write a recount.

Diary Writing in first person as though they were experiencing the great fire and Newspaper

**Reading/Phonics:**

Learn and review phase 5 grapheme and phonemes and alternative pronunciation for a, y, e, w, etc.

Phase 6/ Year 2 spelling rules on Spelling shed.

Read and write unfamiliar words containing these graphemes without sounding them out.

Listen to and discuss stories, poems,

**Maths—White Rose Maths:**

Subtract a 2-digit number from a 2-digit number – not crossing ten. Subtract a 2-digit number from a 2-digit number – crossing ten. Bonds to 100 (tens and ones)

Money

Count money in pence and pounds; notes and coins. Make the same amount. Compare money.

Find the total. Find the difference. Find change.

Multiplication and division

Recognise equal groups. Make equal groups.

Add equal groups.

**London's Burning****RE: Where is the light of Christmas?**

Understand that Christians believe that as light can guide us in the dark, Jesus guides believers.

Know about the Christingle and what the parts represent.

Retell the story of the Wise men in their own words.

**Art/DT:**

To create a collaborative picture in pastels of the Great Fire of London.

**Science:** 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, air)

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Ask simple questions and recognise that they can be answered in different ways.

**Music:**

Learning and performing the Nativity songs.

**PE:**

Get Active will teach football outside.

Real PE Unit 2 dynamic balances and static balance

**PSHE:**

Children understand and are reassured about how we are protected from fire today.

Digital wellbeing: How to stay safe online

**Computing:**

Programming Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use reasoning to predict the behaviour of simple programs

**Geography/History:**

Ask simple questions about the past.

Use a source to ask questions about the past on the basis of simple observations.

Find answers to simple questions about the past from sources of information.

Use a primary source to answer questions about the past.

Compare different versions of the past. Identify differences before and after an event.