



Ashill V.C. Primary School

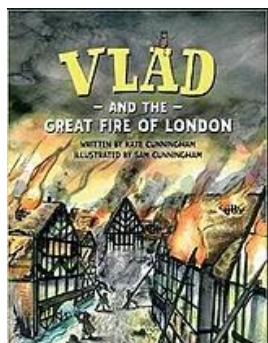
My Learning Discovery



Year 1&2

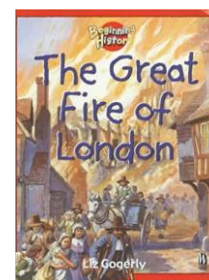
Great Fire of London - Autumn Term 2026

Great Fire of London

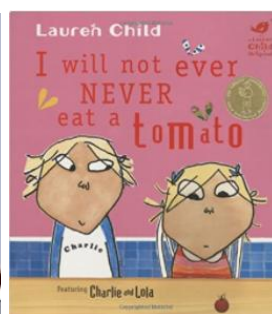
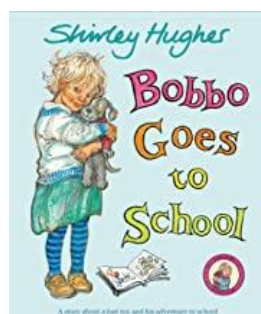


We have chosen the Fiction text Vlad and the Great Fire of London because it explores the events of the Great Fire written from the perspective of a flea. This provides a “first-hand” account of the events leading up to, during and after the fire.

We are also using the non-fiction text The Great Fire of London to help us research the key events and explore a range of sources of evidence.



In our English lessons we will be using the following texts and short films:



Further opportunities for Spirituality:

Experiences of Awe and Wonder:

- **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder.
- **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion.
- **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality.

Developing Emotional Awareness: through PSHE, RSHE and RE lessons

- **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development.
- **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others.
- **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose.

Opportunities for Reflection: through all subjects

- **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings.
- **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable.

Connecting to Something Bigger: through RE, History, Geography and PSHE lessons

- **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others.
- **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose.
- **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science we are studying Everyday materials. We will be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Through activities such as material hunts, investigations to find waterproof materials, designing waterproof clothing and testing the strength of different papers.

Science	
Year 1	Year 2
- I can classify objects by the material they are made of. - I can classify one type of object made from different materials. E.g. spoons – metal, wood, plastic. - I can classify materials based on their properties. - I can test properties of an object e.g. absorbency of materials.	- I can classify materials. - I can make suggestions about alternative materials for a purpose that are both suitable and unsuitable. - I can test the properties of materials for a particular use.

In History we are learning about The Great Fire of London, an event beyond living memory that is has national significance.

History	
Year 1	Year 2
<u>Historical Interpretation</u> I can look at books to find out about the past.	<u>Historical Interpretation</u> I can use books, pictures and the internet to find out about the past.
<u>Knowledge and Understanding</u> I can recount events or changes that have happened.	<u>Knowledge and Understanding</u> I can begin to identify objects from the past and the main difference between old and new objects.
<u>Chronological Understanding</u> I can put at least 3 pictures, artefacts or events in chronological order. I can use words and phrases e.g. old, new, a long time ago, before and after. I can retell a familiar story from the past.	<u>Chronological Understanding</u> I can use a timeline to place important events in order.
<u>Historical Understanding</u> I know that some objects belong to the past.	<u>Historical Understanding</u> I can ask questions about the past.

In Music we will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music.

Music
Year 1 & 2
The Great Fire of London - To explore dynamics through listening and performing. - To explore dynamics through composition and performance. - To perform with a steady pulse with a partner. - To identify beat groupings. - To create and perform rhythms using notation. - To perform a rhythm using notation as part of a whole class ensemble.

In Art we are learning to use a range of materials creatively. To use drawing and painting to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Through activities such as: Great Fire of London drawings and collages.

Art & DT	
Year 1	Year 2
<u>Drawing</u> I can draw lines of different shapes and thickness. I can interpret an object through drawing. I can use chalks and pastels to create different drawings.	<u>Drawing</u> I can understand where they might use different grades of pencils in their drawings. I can use pastels and charcoal to create different drawing styles. I can show patterns and texture in my drawings.
<u>Painting</u> I have an understanding of basic colour theory. I can interpret an object through painting.	<u>Painting</u> I can mix paint to explore colour theory and create shades of colour.
<u>Collage</u> I can cut and tear paper and card for my collages. I can colour sort materials. I can build layers of materials to create an image.	<u>Collage</u> I can interpret an object through collage. I can use different kinds of media to embellish and add details on their collage and explain what effect this has.

In Physical Education pupils will 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. They will participate in team games, developing simple tactics for attacking and defending.

Physical Education	
Year 1 & 2	
Outdoor games and skills	
• throw underarm • roll a piece of equipment • hit a ball with a bat • move and stop safely • catch with both hands • throw and throw in different ways	• use hitting, kicking and/or rolling in a game • stay in a 'zone' during a game • decide where the best place to be is during a game use one tactic in a game • follow rules

In PSHE we use aspects of PATHs (Promoting alternative thinking strategies) curriculum and SEAL (Social, emotional aspects of learning) to develop children's self-control, emotional awareness and problem solving skills. This term we will learning about...

Personal, Social and Health Education
Year 1 & 2
<u>Be Yourself</u> • I can talk about what makes me special. • I can name some of the different feelings I have and describe how the feel. • I can talk about things I like that make me feel happy. • I can talk about things that make me feel unhappy or cross. I have ideas about what to do when I feel this way. • I can discuss how change and loss make me feel. • I can share what I feel and think with confidence.

In Computing we will be taught to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

Computing

Year 1 & 2

Programming A – Moving a robot

- Explain what a command can do.
- Act out a given word.
- Combine forwards and backwards commands to make a sequence.
- Combine four direction commands to make sequences.
- Plan a simple program.
- Find more than one solution to a problem.

In Religious Education we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a “big question”. Through activities such as; interviewing members of our community and the church community, making Christingles, advent wreathes and hand print Menorah. This term we are looking at...

Religious Education

Why is meeting together important for Christians?

I will be able to...

- Identify how Christians beliefs impact on their worship and sense of belonging.
- Identify some Christians symbols and artefacts.
- Identify different ways in which Christians show they belong to their faith family.
- Recognise that some people call themselves Christians.

I will explore and understand...

- The importance of worshiping together on a Sunday.
- How First Communion, Christenings and Baptisms show Christians belong to their faith family.
- How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.
- How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.
- The use of light and water in both infant and adult baptism/christening.
- The different symbols (cross/fish) that show belonging.
- The church as a group of people/faith family not only a building.
- How using the name Christian means they belong to their faith family.