



St Chad's CofE Nursery and Infant School Medium Term Plan



London's Burning

Who was to blame for the Great Fire of London?

Core Values:

Truthfulness/Hope

	Credibility (<i>head</i>)	Coherence (<i>head</i>)	
	Composite knowledge and skills (<i>refer to subject grids</i>)	Component knowledge and skills	Associated vocabulary
	<p>Year 1 Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees <p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 	<p>Year 1 Explore the local environment- playground and school field There are large planters in the outdoor classroom- and, they can be used to create micro habitats for the children to explore freely -plant flowers and vegetables in the planters -and, observe the growth of these flowers and vegetables over time Use appropriate vocabulary to describe changes to the plant over time</p> <p>Identify- and, name a variety of common plants in the local environment</p> <p>Identify- and, name a variety of trees (deciduous and evergreen) Why are some trees deciduous- and, some are evergreen? Observe closely to describe similarities and differences between trees (ie) colour, shape and texture of leaves on deciduous/ evergreen trees texture of the trunk (bark) seeds flower/ blossom</p> <p>Leaf- and, bark rubbings (prints) Observational drawings of flowering plants in the local environment -photo diary of changes to the flowering plants/ vegetables in outdoor area</p> <p>Establish a simple weather station in the planter (outdoor classroom) (ie) rain gauge to measure rainfall wind sock (or windmill) to measure wind direction thermometer (measure temperature in different locations/ times of day) -observe closely, using simple equipment -gather, and record data -patterns (note patterns between wind and rain)</p> <p>Sun catchers and wind spinners in the garden area Shadows and sundials -observe how shadows change through the day/ across the season</p>	<p>Year 1 garden plant and flowering plant bush tree deciduous and evergreen</p> <p>common names of flowering plants in the local area (school field outdoor classroom)</p> <p>leaf flower petal root bud stalk/ stem branch trunk bark</p> <p>season Spring Summer Autumn Winter day and night light and dark</p> <p>weather wind rain sun cloud fog snow hot and cold warm mild thermometer shadow</p>

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Science	<p>Year 2 Living things and their habitats</p> <ul style="list-style-type: none"> Identify- and, name a variety of plants in their habitats (including micro habitats) <p>Plants</p> <ul style="list-style-type: none"> Observe- and, describe how seeds and bulbs grow into mature plants Find out- and, describe how plants need water light and a suitable temperature to grow and stay healthy 	<p>Year 2 Explore the local environment- playground and school field There are large planters in the outdoor classroom- and, they can be used to create micro habitats for the children to explore freely</p> <p>Identify- and, name a variety of plants in the local environment Photograph the plants- and, use secondary sources to identify plant names</p> <p>There will be a selection of flowering plants in the classroom -and, the children will observe how the bulbs grow into mature plants (ie) hyacinth daffodil tulip Observational drawing to show how the bulb grows into a mature plant -with. labels/ simple explanation</p> <p>Plant seeds- and, grow a healthy plant (ie) curly cress broad beans mustard and cress Set up a comparative test to show plants need water/ light to grow healthily -ask simple questions about the germination (and growth) of seeds -observe the seeds closely, using simple equipment -gather, and record simple data -record, and communicate information (using simple scientific vocabulary)</p>	<p>Year 2 plant and flowering plant shrub bush tree blossom</p> <p>bulb and seed germination root stem leaf flower petal water light temperature</p> <p>cress broad bean mustard</p> <p>magnifying glass</p>
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History	<p>Year 1 Historical Enquiry</p> <ul style="list-style-type: none"> Know how to ask and answer questions about old/ new objects Use words and phrases like: before after past present then now <p>Lives of significant individuals</p> <ul style="list-style-type: none"> Know about the life of someone famous (eg) Samuel Pepys <p>Year 2 Historical Enquiry</p> <ul style="list-style-type: none"> Know how to use books and the internet to find out more information about the past Know what certain objects from the past might have been used for <p>Lives of significant individuals</p> <ul style="list-style-type: none"> Know how some people have helped us to have better lives Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place (eg) Samuel Pepys and Christopher Wren 	<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h?dm_i=3YNL.1A0M5.3FAI3W.4M1DA</p> <p>The children can use the internet (Museum of London) to learn more about the Great Fire of London</p> <ul style="list-style-type: none"> -paintings artefacts maps (old and new) proclamations -ask questions (I wonder...) and research the answers <p>The Great Fire of London 1666 collection Museum of London</p> <p>Locate London on a map (UK)</p> <p>Samuel Pepys diary: Why did the Great Fire of London (1666) happen? What happened during the Great Fire of London? What happened after the Great Fire of London?</p> <p>Explore images of the Great Fire of London- and, artefacts from this period</p> <ul style="list-style-type: none"> -so, children develop a sense of time -and, begin to visualise everyday life during this period of history -make simple comparisons (old and new/ now and then) (ie) narrow streets of London- with, timber framed buildings (overhangs) clothes the bakery- with, the wood fired brick oven candles (no electricity) candle snuffer water pump/ squirter (no fire brigade) fire hooks to pull down houses river transport (rowing boats) to travel across London (and royal barge) <p>Who were Samuel Pepys and Christopher Wren? What is their significance in this historical event</p> <ul style="list-style-type: none"> -and, know how they helped to improve the lives of people in London (ie) the timber framed houses were pulled down/ blown up with gunpowder new houses were built with stone/ bricks wider streets- with pavements/ and new sewers were laid 	<p>Year 1 past and present then and now before and after</p> <p>London (capital city) Great Fire of London Pudding Lane</p> <p>bakery/ baker water pump/ squirter and leather bucket fire hook</p> <p>Year 2 a long time ago old and new past and present</p> <p>London (capital city) Great Fire of London Pudding Lane River Thames St Pauls Cathedral Monument artefact and painting, diary</p> <p>bakery/ baker water pump/ squirter and leather bucket fire hook</p> <p>wood brick stone</p> <p>Thomas Farriner Samuel Pepys Christopher Wren Lord Mayor of London</p>
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Geography	<p>Year 1 Locational knowledge</p> <ul style="list-style-type: none"> Know the names of the four countries in the United Kingdom and locate them on a map <p>Human and physical geography</p> <ul style="list-style-type: none"> Know the key features of a place from a picture -using words like city shop cathedral house monument river <p>Year 2 Locational knowledge</p> <ul style="list-style-type: none"> Name the capital cities of England Wales Scotland and Northern Ireland <p>Place knowledge</p> <ul style="list-style-type: none"> Know how jobs may be different in other locations <p>Human and physical geography</p> <ul style="list-style-type: none"> Know about the facilities that a village town and city may need and give reasons 	<p>Name and locate the four countries in the United Kingdom (England Wales Scotland and Northern Ireland) -use a globe/ a map of the world</p> <p>Name- and, locate the capital cities of England (London) Wales (Cardiff) Scotland (Edinburgh) and Northern Ireland (Belfast) (ie) use a globe- or, a map of the UK</p> <p>A Walk in London Salvatore Rubbino Katie in London James Mayhew Look Inside London Jonathan Melmoth</p> <p>Name key human features of the city in the quality text -identify the different purposes of these famous landmarks in the city -and, research the people who live and work there (uniforms) (ie) London Eye St Pauls Cathedral Tower of London- with, Yeoman Warders (Beefeater) and black ravens Houses of Parliament- and, Big Ben Buckingham Palace- with, the changing of the guard (sentries) butler Covent Garden- with, acrobats and jugglers performing for tourists The Monument- in memory of the Great Fire of London</p> <p>Name physical features identified in quality text/ images of River Thames (ie) River Thames (with Tower Bridge) Why does the bridge open? What can you see on the river- and, spot the different boats on the river -and, describe the jobs associated with these boats (ie) passenger boats (ferry sightseeing cruise) tall ships house boat cargo barge and tug</p> <p>Use aerial photographs to recognise basic human- and, physical features of the city</p> <p>Identify London transport -and, describe the jobs associated with these different types of transport (ie) The Tube (Underground) London bus (red double decker bus) ferry on the river Thames</p>	<p>Year 1 country England Wales Scotland Northern Ireland globe map</p> <p>London (capital) city shop cathedral house monument river bridge</p> <p>Year 2 capital city London Cardiff Edinburgh Belfast England Wales Scotland Northern Ireland globe map</p> <p>city town village human features and physical features</p> <p>London landmarks... St Pauls Cathedral Tower of London Houses of Parliament- and. Big Ben Buckingham Palace Monument</p> <p>river (Thames) bridge</p> <p>Tube (Underground) ferry</p>
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Art and Design	<p>Year 1 Painting (print)</p> <ul style="list-style-type: none"> • Name the primary and secondary colours • Know how to create a repeating pattern in print • Describe what I can see and give an opinion about the work of an artist • Ask questions about a piece of art <p>Year 2 Painting (print)</p> <ul style="list-style-type: none"> • Know how to create a printed piece of art by pressing rolling rubbing and stamping • Suggest how artists have used colour pattern shape • Know how to use a viewfinder to focus on a specific part of an artefact before drawing it • Know how to create a piece of art in response to the work of another artist (William Morris) 	<p>Painting (print) William Morris</p> <p>Explore print making techniques- using, different types of paint (acrylic) (ie) sponge/ potato print- with, simple shape classroom materials- lego sticklebricks wooden bricks ***</p> <p>string printing (with cardboard tube/ coils)- and, marble rolling on paper a cardboard stamp (block print/ collagraph) a simple stencil (cut out)</p> <p>A rubbing- using, textured materials to create a pattern</p> <p>Investigate wrapping paper designs- and, wallpaper patterns Describe patterns on fabric (scarves) curtains cushions rugs carpets -look at (and describe) colours used to create patterns (why...) -identify the shapes visible in the patterns ***</p> <p>Use a viewfinder to highlight a specific (favourite) part of the pattern- then, draw this part of the pattern with a pencil</p> <p>Create repeating patterns with a simple print design (flower leaf bird) -and, symmetrical patterns</p> <p>Experiment with print on different surfaces (ie) paper- tissue paper brown paper sugar paper fabric (cotton)</p>	<p>Year 1 William Morris artist and designer paint primary (red yellow blue) secondary (orange green purple) colour pattern</p> <p>Year 2 paint and print press roll rub stamp (collagraph) colour pattern shape texture</p> <p>viewfinder sketch</p> <p>warm and cold light and dark</p> <p>William Morris designer artist printer</p>
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Design and Technology	<p>Year 1 Design Make and Evaluate</p> <ul style="list-style-type: none"> • Use my ideas to make something • Make a simple plan before making • Choose appropriate tools and resources • Explain to someone else how I want to make my product <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Make my model stronger • Describe how something works <p>Year 2 Design Make and Evaluate</p> <ul style="list-style-type: none"> • Think of an idea and plan what to do next • Choose tools and materials -and explain why I have chosen them to make this product • Join materials and components in different ways • Explain what went well with my work • Measure materials to use in a model or structure <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Make a product- using, known mechanisms (ie) lever and/ or slider 	<p>Investigative and Evaluative Activities (IEAs) Explore structures (photographs) in the local area- playground equipment Ask questions about the structure (ie) What is the name of the structure- and, describe purpose Who would use the structure Which materials are used to make the structure- and, why How are parts joined together... strength/ stability of structure... Draw- and/or photograph structures Label with technical vocabulary (structure materials shapes)</p> <p>Focused Tasks Construction kits- build/ explore freestanding structures for the playground (ie) Lego Kiddie KNex wooden blocks Ask questions about the freestanding structures (ie) How can I stop it falling over- or, breaking How can I make the structure stronger- or, more stable (hold teddy) Paper/ card folding to make freestanding structures New/ reclaimed materials- and, practise using tools/ techniques to make the structure (ie) measuring marking out cutting joining finishing techniques</p> <p>Design Make and Evaluate Assignment (DMEA) Discuss design criteria- and, develop ideas (talk draw make a mock up) Select appropriate materials tools and techniques to make the structure Evaluate finished product against original design criteria</p>	<p>Year 1 structure swing seesaw slide climbing frame metal wood plastic</p> <p>scissors masking tape paper cardboard straws model</p> <p>Year 2 structure swing seesaw slide climbing frame framework base joint tower metal wood plastic triangle square rectangle cube cuboid</p> <p>sketch mock up</p> <p>weak strong and stable stiff stand up balance</p>
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Creativity (hands)	Community (hands, heart)	Compassion (heart)
<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> (local links, wider links e.g. trips, visitors, events)	<i>How will my learning help me to become the best version of myself?</i> (links to Collective Worship)
'BIG' start:	The Great Fire of London -with, the support of the fire brigade (ie) fire engine- with, crew to support the activity Fire Safety Officer (Year 2 children) Schools :: Derbyshire Fire and Rescue Service (derbys-fire.gov.uk)	<i>'Tell the truth to each other' (Zechariah 8.16)</i> <ul style="list-style-type: none"> <i>Be truthful, gentle and fearless (Gandhi).</i> Exploring the importance of telling the truth with gentleness. <i>Three things cannot long be hidden: the sun, the moon and the truth (Buddha).</i> What do you think Buddha meant? <i>Truth is complete, it needs no exaggeration.</i> It is sometimes tempting to exaggerate the truth to sound more impressive or exciting. Have you ever known this to happen? <i>Don't lose hope. When the sun goes down, the stars come out.</i> <ul style="list-style-type: none"> Exploring God's love and light. Children will have the opportunity to make a candle of home and take it home (communal time for reflection) <i>The greater the storm, the brighter the rainbow.</i> <ul style="list-style-type: none"> <i>What are your hopes and dreams? Taking inspiration from Malala Yousafzai</i>
Thomas Farriner's Bakery (Pudding Lane) The children will have the opportunity to bake bread cakes or biscuits for an afternoon treat		
'BIG' Finish:		
A re-enactment of The Great Fire of London This will demonstrate why the fire spread so quickly across the city		

Quality Texts:	Significant individual(s)	Resources for continuous provision
V& A Introduces: William Morris William Morris A Walk in London Salvatore Rubbino Katie in London James Mayhew The Queen's Hat Steve Antony Look Inside London Jonathan Melmoth	William Morris Samuel Pepys Thomas Farriner (baker) King Charles II Thomas Bludworth (Lord Mayor of London) Christopher Wren	Role Play: Thomas Farriner's Bakery (Pudding Lane) At the Garden Centre (with real flowering plants!) The Florist/ Flower Shop Construction kits to build free standing structures (ie) landmarks associated with the Great Fire of London Reclaimed (and new) materials- with, appropriate tools

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<p>Great Fire of London Susanna Davidson The Great Fire of London Liz Gogerly The Baker's Boy and the Great Fire of London Tom Bradman</p> <p>The Extraordinary Gardner Sam Boughton *The Secret Sky Garden Linda Sarah *The Big Book of Blooms Yuval Zommer</p> <p>*purchased previously</p>		<p>(ie) hole punch stapler scissors masking tape</p> <p>William Morris art pack -a collection of photographs -and, samples of his work (wallpaper fabric wrapping paper) Printing tools- and, relevant materials to design products</p> <p>Flowering plants A variety of seeds- cress mustard and cress broad beans Bulbs Herb garden Gardening tools- and, equipment for the outdoor classroom</p>
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