



## Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*

Texts: Zog, Zog and the Flying Doctors, The Christmas Story.

Writing Styles and Genres: Fiction with repetitive patterns, non-fiction texts linked to 'The Great Fire of London', rhymes and poetry based on topic.

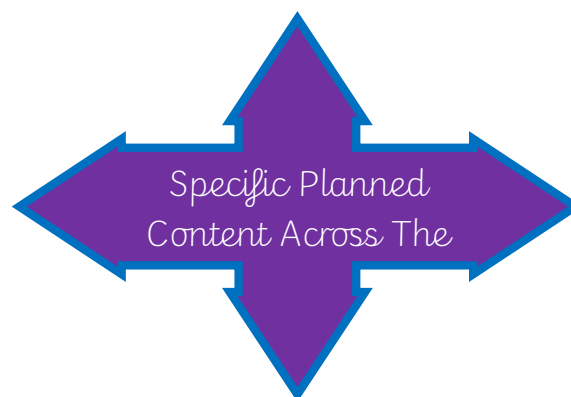
Subject: History: The Great Fire of London  
The children will learn:

- To ask questions such as: How did The Great Fire of London start? Why did the fire spread? How was the fire put out? When did The Great Fire of London happen?
- To use pictures of artefacts such as leather water buckets and fire hooks to understand further how the fire stopped.
- To use diary entries by Samuel Pepys to find out about how people felt and responded to the Great Fire of London.
- To identify some of the different ways The Great Fire of London has been represented by others.
- To describe how The Great Fire of London started and the events that followed.
- To describe and explain why Samuel Pepys and Thomas Farriner were important in 1666.

Maths

White Rose Unit: Number: Addition and Subtraction  
White Rose Unit: Geometry and Shape  
White Rose Unit: Consolidation

*See the Long Term Plan for detailed small steps which set out the specific planned content.*



Subject: DT

The children will learn:

- To explore the different mechanisms that could be used to create their pop-up card.
- To generate ideas about their pop-up cards by discussing designs they have seen.
- To design their pop up card by drawing their ideas.
- To select from and use a range of materials appropriate for their card design.
- To evaluate their ideas against the design criteria.

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. - Spiral (Weeks 8 → 14)

Music - Music Express - Unit: 9 (Storytime)  
and 11 (Travel)

PSHCE - You, Me and PSHE - Unit: Feeling Safe

Computing - Purple Mash - Unit 1.3  
Pictograms (Lesson 1-3), Unit 1.4 Lego  
Builders (Lesson 1-3)



Year: One Term: Autumn 2 Topic: Fire Fire!



## Curriculum Drivers

| Core Values                                    | Knowledge and Long Term Learning                                                                                                                                                                                   | The Greats                                                                                                                                                                     | Diversity and Community                                                                                                                           |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Our focus shared value will be:<br><br>Respect | Our knowledge organisers will be focussed on The Great Fire of London and the United Kingdom. They will be used to help the children learn the essential knowledge and vocabulary that they need for the subjects. | Texts by Julia Donaldson will drive our English curriculum.<br>In History, we will learn about Samuel Pepys and the role his diary writing played in The Great Fire of London. | Through our PSHE curriculum we will be learning about who we can go to when we need help. We will learn about who keeps us safe in our community. |

## Assessment of Threshold Concepts

### Science: Threshold Concepts

| Scientific Concepts: | Working Scientifically: |
|----------------------|-------------------------|
| N/A                  | N/A                     |

### Art and Design: Threshold Concepts

| Developing Ideas: | Mastering Techniques: | Taking Inspiration from the Greats: |
|-------------------|-----------------------|-------------------------------------|
| N/A in Autumn 2   | N/A in Autumn 2       | N/A in Autumn 2                     |



### Computing: Threshold Concepts

| Computer Science:                                                                                                                                                                                                                       | Information Technology:                                                                                                                                                                                                                                                                                                                                                            | Digital Literacy:                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <ul style="list-style-type: none"><li>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</li></ul> | <ul style="list-style-type: none"><li>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</li></ul> | <ul style="list-style-type: none"><li></li></ul> |

### Design and Technology: Threshold Concepts

| Design, make, evaluate and improve                                                                                                                                                                           | Take inspiration from designs throughout history: (A series of Pop-Up books)                                                                                                                                                | Master practical skills:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Design products that have a clear purpose and an intended user.</p> <ul style="list-style-type: none"><li>Make products, refining the design as work progresses.</li><li>Use software to design</li></ul> | <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <ul style="list-style-type: none"><li>Suggest improvements to existing designs.</li><li>Explore how products have been created.</li></ul> | <p>Mechanics:</p> <ul style="list-style-type: none"><li>Create products using levers, wheels and winding mechanisms.</li></ul> <p>Materials:</p> <p>Cut materials safely using tools provided.</p> <ul style="list-style-type: none"><li>Measure and mark out to the nearest centimetre.</li><li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li><li>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li></ul> |



## Geography: Threshold Concepts

| Investigate Places: | Investigate Patterns: | Communicate Geographically: |
|---------------------|-----------------------|-----------------------------|
| N/A                 | N/A                   | N/A                         |

## History: Threshold Concepts

| Investigate and interpret the past:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Build an overview of world history:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Understand chronology:                                                                                                                 | Communicate historically:                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>  | <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>       | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history</li> </ul>  |



## Languages (French): Threshold Concepts

n/a

n/a

## Music: Threshold Concepts

| Singing                                                               | Playing Instruments                                                          | Improvising/Exploring | Composing                                                | Listening                                        | Appraising |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------|--------------------------------------------------|------------|
| • Combine voices and movement to perform a chant and a song (Unit 11) | • Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9) | • N/A                 | • Create, play and combine simple word rhythms (Unit 11) | • Understand how music can tell a story (Unit 9) | • N/A      |

## PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

| Agility                                                                                                 | Balance                                                                                                                                            | Co-ordination                                                                                        |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Body Awareness<br>Dodging and Evading<br>Flexibility and Movement<br>Reaction<br>Rotation<br>Travelling | Balancing Equipment<br>Dynamic Balance<br>Generating Force Through Transfer of Weight<br>Points of Contact<br>Static Balance<br>Understanding Base | Combination of Skills<br>Differentiating Force<br>Organising Limbs<br>Receiving<br>Sending<br>Timing |

KS2

| Cognitive                                                                                              | Manipulation                                                                      | Physical                                                                |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Anticipation<br>Evaluation<br>Peer Mentoring<br>Tactical Variation<br>Team Work<br>Understanding Rules | Accuracy<br>Dribbling<br>Fielding and Catching<br>Passing<br>Shooting<br>Striking | Agility<br>Control<br>Physical Processing<br>Power<br>Speed<br>Strength |



## PHSCE: Threshold Concepts

### Keeping Safe and Managing Risk: Feeling Safe

Pupils learn about safety in familiar situations

- recognise the difference between 'real' and 'imaginary' dangers
- understand that there are situations when secrets should not be kept
- know to tell a trusted adult if they feel unsafe

Pupils learn about personal safety

- recognise the difference between good and bad touches
- understand there are parts of the body which are private
- know who they can go to, what to say or do if they feel unsafe or worried

Pupils learn about people who help keep them safe outside the home

- can identify situations where they might need help
- can identify people in the community who can help to keep them safe
- know how to ask for help if they need it

## RE: Threshold Concepts

n/a

n/a