



# Fire! Fire!

## Big picture

We learn about the events of the Great Fire of London by following the story of Vlad and meeting characters along the way. Using our understanding of London in 1666, our knowledge of materials and our planning skills, we will design and make a new fire fighting tool.



**G**rowing together

**O**pportunities for all

**L**earning for life

**D**aring to dream

Entry and Exit point

SMSC

Thinking skills and personal capabilities

**Entry:** Great Fire workshop.

**Exit:** We will make wooden houses to recreate the Great Fire in Forest School.

Throughout our topic we will have the opportunity to explore and develop moral concepts and values on moral dilemmas. Using philosophical questions We will have a sense of empathy and appreciation with others' lives in different geographical settings; having time to reflect on their experiences and compare to our own. We will make responsible and reasoned judgments and sharing our views and opinions.

We will continue to develop our key skills of:

- resilience
- reflectiveness
- collaboration
- creative thinking
- independence

**Year One**  
**Spring Term 1 2025**

As **Readers**, we will explore the text of 'Vlad and the Great Fire of London'. We will use non-fiction and fiction texts to learn about the fire. We will apply our phonic skills as we explore the key vocabulary in our class text. We will explore different types of text: timelines, diaries, recipes, instructions.

As **Writers**, we will learn to write a recount using the past tense. We will write a recount of our Great Fire of London workshop. We will then learn to write instructions. We will use time adverbials to sequence instructions.

As **Mathematicians**, we will be learning place value, addition and subtraction within 20.

As **Historians**, with a focus on the Great Fire of London, we will understand the difference between things that happened in the past and the present. We will be able to talk about some things that happened to other people in the past and suggest why people may have acted as they did.

As **Scientists**, we will learn about seasonal change and the weather.

As **Artists**, we will be learning to sketch and use watercolour. We will find out about the work of DS Lowry.

As **Inventors**, we will design a fire fighting tool for the future.

As **Musicians**, we will keep a beat and create rhythms using untuned instruments.

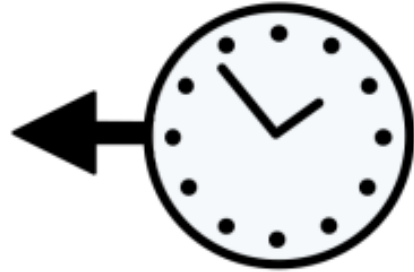
In **PSHE**, we will be learning about how to keep ourselves safe. We will use the NSPCC lesson material of Talk PANTS: Keeping Privates Private. You can learn more here- <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf>

In **RE**, we will learn about Judaism and explore the question: What is the Torah and why is it important to Jewish families?

Year 1 Spring 1



London



past



present



fire



bakery



season






weather





















change

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Set 1 digraphs:

sh 	th 	ch 	qu 	ng 
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## Additional sounds:

e-e  Go Pete and Steve.	ue  Come to the rescue.	ie  Terrible tie.
au  Paul the astronaut.	ph  Take a photo.	wh  Whisk, Whisk.
kn  Knock knock who's there?	ck  Tick tock clock.	