

| | Learning objective | Main teaching | Activity | Resources | Vocabulary |
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| Science | To describe the properties of everyday materials. <i>Identifying and classifying.</i> | Show a set of four objects. Play 'Odd One Out' and identify and discuss the properties of the materials: e.g. three things that are flexible and one that is rigid/ three that are transparent and one that is opaque | Sort pictures of objects according to these criteria: rigid flexible, transparent, opaque. | Assorted objects to sort | rigid flexible transparent opaque |
| Geography | To write about London landmarks | Ask chn to look back at the information about London landmarks in their books and take their partner on a tour of London. Use www.youtube.com/watch?v=9vdxTAftvsI to remind them of extra information. Model writing an information leaflet. | Write a tourist guide to London – in draft first, in books, then in best for the wall display. Y1 – London bus mini book with a fact on each page Y2 – an information leaflet for tourists | Leaflet/London bus template for best copying | tourist landmarks famous capital city |
| Art | To evaluate and improve my drawings | Look at pictures of London landmarks. | Do several drawings of London landmarks using different drawing materials. | pictures of London landmarks Smart notebook | materials London landmarks evaluate improve |
| PE | To develop further knowledge about the Great Fire of London To develop a motif | Warm up: recap and perform the fire motif from last lesson. Discuss where the fire of London started. Today we're going to introduce section1: The Beginning of the Fire. Chn to be in 3 groups (the fire, the lighters who join the fire, and the people on Pudding Lane) | On pudding lane: 1. Asleep in bed 2. Wake up to smoke/smell of burning 3. Leap out of bed and leave the house 4. Passing a bucket of water 5. Raging fire | | motif movement phrase link |
| RE | To investigate Christian prayers | Christian prayers have four main types: praise / saying sorry / saying thank you / asking for something. Introduce these as jelly baby characters: Peter Praise, Suzy Sorry, Andrew Ask and Thea Thanks. | What prayers might a 6 year old Christian say in a time of prayer at lunch? Write a lunchtime prayer. | The lost son Parable | sorry thank you ask praise |

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| | | Read The Lost Son parable and stop after each section. What prayer do the chn think the characters in the parable might say? | | | |
| PSHE | To know who and what might help them if they are in a new situation. | <p>Think of times and places when they might be in a new situation or be meeting new people - for example, a new family member, moving to a new neighbourhood, or joining a new club or group.</p> <p>Imagine that they are now the person in a new situation. What feelings might they experience? What might help them in that new situation?</p> | Role play some scenarios where there is a new situation. Think about ways to cope with the emotions that might bring about. Choose one scenario to draw and write about – who and what might help? | Scenario cards | emotions feelings resilience |
| Music | To learn about high and low sounds and strings | www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-3-strings/zvt3vk7 | Make a string instrument using rubber bands and a container. Play it and investigate the sounds it can make. Try smaller/larger rubber bands | Rubber bands and containers (eg ice-cream tub, yoghurt pots, small boxes etc). | melody high low strings |