

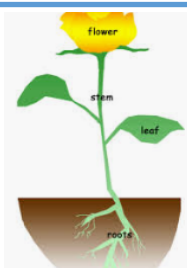
## The BIG Questions...

The final showdown!  
Make a model of a  
Tudor house.

Why are these people important?  
Who was Samuel Pepys?  
Who was Florence Nightingale?  
Who was Mary Seale?  
What is a plant?  
What are the parts of the plant?

Lead story and others...

Storyteller about the Great  
Fire of London.  
Song - September 1666



### Key Skills and Knowledge

### Possible activities

#### Music

As musicians we will...

Join in with the whole class and assembly singing.

- Attempt to project their voice and sing in tune with others.
- Remember some words to songs, chants and rhymes. Are able to follow the teacher when unsure.

Sing and perform a variety of songs.

Learn and recite 'September 1666' with actions.  
Perform in assembly.

Making music to London's Burning using voices and instruments.

#### Science

As scientists we will...

- about seasonal change - Spring and the weather.
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To know the names of trees, wild flowering plants, garden plants.

Vocabulary - roots, branch, stalk, leaf, flower, petal, seeds, bulbs, twigs.

Nature walk to identify plants they already know and look up plants they don't.

To examine/sort different types of seeds.

To observe the changes in local trees/plants.

To set up a controlled experiment with 3 plants. - 1 no water, 1 no light, 1 with both. Predict what might happen and observe changes.

To describe the functions of a plant.

Experiment with roots - colours.

#### History

As historians we will...

- To know and recount events from stories about the past.
- To begin to find out about significant individuals from the past.
- To distinguish between fact and fiction through the use of stories.
- To give their own account of an event and recognise that others might give a different version.

To learn about the Great Fire of London - watch Magic Grandad to set the scene.

Learn the sequence of events of The Great Fire of London.

To look at primary and secondary sources.

In DT to see how the fire spread and give their own account of the event.

	<ul style="list-style-type: none"> <li>To use sources to find answers to simple questions about the past, and to ask questions.</li> </ul>	<p>Storyteller - Great Fire of London from one perspective. To take part in drama workshop.</p> <p>To learn about Samuel Pepys and his diary and why he is important.</p> <p>To watch a re-creation of The Great Fire of London.</p> <p>Use drama to create a scene of hospital beds before and after Florence Nightingale.</p> <p>Watch Magic Grandad - Florence Nightingale.</p> <p>Discuss Mary Secole and why she was also a V.I.P.</p>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>Recognise why people are important to us.</li> <li>To say what feeling jealous is and recognise when we have got jealous.</li> <li>To know how to be kind.</li> </ul>	<p>Role play</p> <p>Sorting</p> <p>Circle time discussion</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>To develop, plan and communicate ideas.</li> <li>To make templates and model their ideas using card, paper or ICT</li> </ul>	<p>Build great fire of London Tudor houses models. Record plan, make and evaluate how fire spread.</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>To mix paint into hot colours.</li> <li>To sort/select and discuss different colours.</li> </ul> <p>Linked with D.T.</p>	<p>To create London skyline silhouettes.</p> <p>To create silhouettes with tissue paper.</p>
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>know how to find a website safely.</li> <li>To use Microsoft word or a word processing program.</li> <li>To type using capital letters.</li> <li>To use a space.</li> <li>To save a document.</li> </ul>	<p>To design a Tudor house and label.</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>In science to work in groups for investigations and experiments. Mutual respect.</li> <li>RE to learn about different religions and faiths.</li> <li>To learn how important people individually make a difference.</li> </ul>	<p>Linked to science.</p> <p>Linked to RE.</p> <p>Linked to History.</p>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>Gymnastics - points and balance</li> <li>throwing and catching</li> </ul>	<p>Work in collaboration with partners in games activities</p>