**Physical Development**

*Skills:**Spatial awareness, fine motor skills, Sequencing, Body control, Gross motor control skills.*

Physical Education sessions: dancing/yoga

**Creative Development**

***Art:*** *Skills - explore and experiment with a variety of techniques and materials, develop and use their understanding of colour, line, tone, texture, pattern, shape and form.*

* Sketches of buildings and architecture
* Exploring different materials and textures to create piece of art on theme ‘fire’

**Design and Technology*:*** *Skills - develop their understanding of planning, designing, modeling, modifying and reflecting).*

* Design, create and evaluate a 3D model of a Stuartian house/ Pudding Lane

**Music**: *Skills - create their own musical ideas and contribute to simple compositions.*

* Learn London songs and rhymes (London bridge is falling down, London’s Burning, Remember Remember)

*Cooking: Skills – explore and experiment*

* Bake buns and cakes

**Knowledge and Understanding of the World**

**Geography :** *Skills - awareness of the big ideas that have shaped the world, making comparisons and identifying similarities and differences.*

* Locate iconic London landmarks.
* Comparison London and contrasting place (Llangrannog)

**History:** *Skills - listening, reflecting, comparing, sequencing, asking/answering.*

* The Great Fire of London/Gunpowder Plot
	+ Sequencing key events (Thomas Farriner, the King’s baker, Pudding Lane).
* Stuart Times
	+ Houses and Homes
	+ Comparing life in 1600s and today

**Science***: Skills- observing, comparing, enquiring, exploring and experimenting, predicting and testing, describing, investigating, recording, evaluating).*

* Fire safety
* Materials and their properties
* Experiments and making predictions.

**Llundain/ London**

Tân Mawr Llundain/ The Great Fire of London

**Personal and Social Development, Well Being and Cultural Diversity**

*Skills: self-esteem, memory, form relationships, understanding other communities, listening to others, independency, concentration.*

* Circle Time – speaking in front of a group of peers (weekend’s activities).
* Role-play area – London Scene (skyscrapers, Pudding Lane, maps, magnifying glasses, globe, paper to record findings, a cave/tent)

**Religious Education**

*Skills: awareness of different cultures and the differing needs views and beliefs of other people and cultures.*

* Judaism (Continue with Place of Worship, Traditions and beliefs, Key facts and information).

**Mathematical Development**

* Mental and written addition, subtraction , (Y1/Y2 - multiplication and division)
* Place Value
* Money and change
* Problem Solving
* Measuring length / mass

**Language, Literacy and Communication** *Skills – listening, oracy, reading and writing*

* Writing about the weekend *(grammar structure)*
* Tric a Chlic/Jolly Phonics

Derbyn

* Phonics and sentence structure.
* Key words spellings

Year 1 and 2

* Diary writing (Samuel Pepys) -Newspaper articles
* Instruction writing - Letter writing