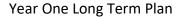


	Autumn	Spring	Summer
	Fire, Fire - It's an Emergency!	Perilous Pirates	Down on the Farm
	History - The Great Fire of London	Geography	Science
English	Story - Class Mascots Meeting the Alien	Story - Pirate Pete	Story - Fairy Tale - Jack and the Beanstalk
S	Poetry - Space	Diary - Pirate Pete's diary entry	Instruction Text - How to Climb the Beanstalk
	Diary	Letter - Letter in a bottle to the Captain	Poetry - Farmyard Poetry
	Explanation Text	Instruction Text - Pirate Pete	Non-Chronological Report
Maths	Number: Place Value (within 10)	Number: Addition and Subtraction (within	Number: Multiplication and Division
	Number: Addition and Subtraction (within	20)	Number: Fractions
	10)Geometry: Shape	Number: Place Value (within 50)	Geometry: Position and direction
	Number: Addition and Subtraction (within 10)	Measurement: Length and Height	Number: Place Value (within 100)
	Number: Place Value (within 20)	Measurement: Weight and Capacity	Measurement: Money
			Measurement: Time
Computing	Online Safety	Programming Toys - using Bee-bots	Programming - Scratch Inr
	Computer Skills		Using and Applying Skills
	Painting		
Science	Everyday materials – working scientifically;	Everyday materials – working scientifically;	Plants - working scientifically; concluding -
	asking questions; measuring and recording;	asking questions; scientifically recording and	Tell the children that they are going to go outside
	scientifically concluding - Challenge 1: The Queen	concluding - Blackbeard's motley pirates are	and look at what is growing. Share Farmer
	is confused about different materials and the	in trouble. They were having a secret Pirate	Fred's Challenge from Stonebridge City Farm
	objects they are made from. Can we help her?	Party whilst Blackbeard was sleeping, and	explaining that if they help him, then they can
	Wood, plastic, glass, metal, water, and rock.	they have tripped over the mop buckets and	go on a visit to his farm.
	Children are to complete a simple scientific	spilt water all over the deck of the ship. It	Challenge 1: Farmer Fred has a bag of bulbs
	investigation and are then to sort the materials	looks like a flood. Blackbeard will be cross!	and seeds. His boss wants him to plant specific
	according to their physical properties.	Which material would be the most absorbent	seeds and bulbs to get certain types of
	Bendy/not bendy/hard or soft - Venn Diagram.	to mop up this yucky mess? Can you	trees/plants. Can we match the bulbs and seeds
		investigate and help them?	to the trees/plants to help Farmer Fred make sure





Challenge 2: The Queen is still confused, why did the houses burn so quickly in the Great Fire of London? Can we investigate the properties of the materials in terms of whether they burn easily or not? Have silent scientist movie showing the actual experiments. Can the children inform the Queen of the reason why the houses burned so quickly and why houses are built of a different material today?

Challenge 3: In 1666, people travelled on the River Thames by boat to escape the Great Fire, packing their most essential possessions. Samuel Pepys wrote in his diary that he thought that the boats might sink. Can we be detectives and identify which objects around the classroom will be the best to float and which ones will sink? What are the properties of something that floats and something that sinks? Can we send Samuel Peyps some sentences and blast them through a time machine so that he doesn't worry about the boats?

Seasonal changes - A stand-alone lesson as follows: Challenge 4: Tom Porter said that it was September when The Great Fire of London took place. Can we investigate what season this was and what the weather would have been like at this time? People had to stay in tents and so would need to wear appropriate clothing. Can we help him to match the time of year to the season? It will be Autumn Term in school, so the children

Seasonal changes - Blackbeard needs our help. The weather is changing on his pirate adventure, but he doesn't understand seasons. What season are we in now? What is the weather like? Can we make a school weather forecast to send to him to explain the time of year, date and season we are in so that he is safe on his travels during his pirate adventures?

Can you make a weather station so that you can measure rainfall, wind direction and temperature at Ambleside? We could then send this to Blackbeard to help him on his ship to ensure that he can always understand the seasons.

Blackbeard has written to you to ask you to inform him of what clothes he should wear on board the pirate ship in spring. He has sent you his wardrobe items. Can you pack them into pirate cases for the seasons so that he can only keep out clothes he needs for the current season? There is not enough space on ship anyway!

that he grows the correct item? Can the children group the flowers according to what they know about them, sorting and classifying? Challenge 2: Farmer Fred wants to create a beautiful Butterfly Garden full of wild flowers, but he does not know whether his flowers are wild or not. Can we look at some flowers, name them and sort them?

Challenge 3: Farmer Fred needs to know about the different trees on his farm, evergreen and deciduous - go on a Scavenger Hunt. Can we name the trees by looking at the leaves to help teach Farmer Fred?

Challenge 4: Can you label the different parts of a flower and their function to teach Farmer Fred so that he knows all of the information to talk to visitors about his flowers?

# Working scientifically; asking questions; measuring; recording and concluding -

Challenge 5: Farmer Fred has sent all the children some seeds to plant to say thank you for helping him in his work. They can make cress heads from cress seeds or grass heads and have a special invitation to Stonebridge City Farm. Can the children investigate what a seed needs to grow?

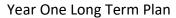
**Animals Including humans -** Farmer Fred has lots of animals on the farm and they all belong



to different animal groups, but he does not could look at the weather outside and go on an autumn walk to help them. If you were to stay know what they are. Can we help him? Challenge 1: Can you help Farmer Fred to sort outside in a tent now, what clothes would you the animals on his farm according to their body need to wear? Can you inform Tom Porter? groups? He has sent us some photographs. Challenge 2: What is a mammal? Can we sort mammals and not mammals as Farmer Fred needs to know which of his animals are mammals? Challenge 3: Farmer Fred knows what a mammal is now but has been sent an important letter asking him to group his animals into the following groups for counting: mammals, reptiles, fish, amphibians and birds? Can we help him? Challenge 4: Farmer Fred has got all his farm animals' food mixed up. Can we sort the food eaten by different animals on the farm to make sure that the animals are fed properly? Can we teach Farmer Fred these scientific words: carnivore, omnivore and herbivore? Challenge 5: The vets have been out to check that all the animals on the farm are well. Farmer Fred does not know the different parts of their bodies - can we help him? Challenge 6: Farmer Fred has a tummy ache and has had to go to the doctor. He realised that he doesn't know the names of his body parts. Can we help him label a human body?



			Can we also tell Farmer Fred about his senses and which part of his body is associated with each? This will help his work on the farm.
R.E	Christianity Autumn 1 - Concepts: God/Creations Autumn 2 - Incarnation (Christmas Story)	Christianity Spring 1 - Concept: Incarnation (Jesus as a Friend) Spring 2 - Concept: Salvation (Easter - Palm Sunday)	Judaism Summer 1 - Judaism (Shabbat) Summer 2 - Judaism (Rosh Hashanah and Yom Kippur)
History	Chronological understanding - Share that we have a royal gift from the Queen. She needs our help. Royal Request 1: She needs us to read the story of The Great Fire of London and then record a royal speech to tell her what happened by using full sentences. We must send the clip to help her say her royal speech to the people of England.  Have a timeline visually on the board for the children to make them understand when this event took place - in September 1666. Read a simplified story to the class. Have a royal bag full of props (objects from this period) and as you are reading, children can hold up their objects to bring the story to life. On the smartboard, have the sizzling image of the Great Fire of London to set the scene. Can the children also sequence events from the Great Fire of London in chronological order?	Range and depth of historical knowledge - Blackbeard needs to teach his crew about some old pirates from a long time ago. Can you watch the film clip/read the wanted posters from the past and learn a little bit about them? William Kidd, Anne Bonny and (old) Blackbeard. You must then pretend to be the olden day pirates, wearing the pirate masks and send a voice recording back to Blackbeard so he can use it to teach his motley crew about pirates from a long time ago.	Chronological understanding; range and depth of historical knowledge; historical enquiry - Farmer Fred has sent the children other challenges: Challenge 1: Can you sequence your visit to the farm in chronological order, in terms of the sequence of what happened and place on a timeline? Challenge 2: Farmer Fred has found a rusty old tin on his farm. It is full of pictures. The children are to look at the sources of evidence and see if they can be historians and find out about farms from the past using these real olden sources. You must answer the historical questions to find out about farms a long time ago. Can they create a timeline of their current visit to the farm, farming from the olden days, add the date of the old pirates from their last topic and the Great Fire of London?'





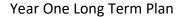
Range and depth of historical knowledge; interpretations of history - Royal Request 2: The Queen has sent another royal request to open the royal script letter with red ribbon. Can we help her to create a timeline of five events that have happened, including the Great Fire of London starting with the present day and events in their lives? She needs to add this to her important speech and can't remember when the Great Fire of London happened. Encourage the children to use 'old' and 'a long time ago'.

Royal Request 3: Tom Porter (a boy from London who lived through the Great Fire) has travelled forward in time through an exciting time machine to the Queen's castle and has left a recording so she could hear what his life was like back in 1666. Recording to include details of having no fireman, houses made of wood, clothing differences and use of boats to keep belongings safe. Along with his recording, he has sent some photographs for us to explore. The Queen has mixed up the photographs of London then and now. She is too busy and hasn't got time sort the box out. Can we help her? Task: Old London and New London photograph sort.

Interpretations of history - Royal Request 4: Tom Porter left a box of artefacts in the castle. Can we ask and answer questions about what they were? The children are to use gloves, tweezers and Challenge 3: Can you help Farmer Fred to sort these photographs of farming now and farming then for his family photo album?



	magnifying glasses and pretend that they are real historians. Task: Source pictures - post-its of answers to questions. Royal Request 5: The Queen keeps hearing of the name Samuel Pepys. Who was he? Can we be detectives and find out who he was? Diary Reading. Can we write a letter to the Queen to tell her who he was and why he was important? Royal Request 6: Learning about The Great Fire of London has made the Queen think of what her life was like when she was a little girl. She has sent us some of her toys that she used to like playing with. Can we look at them and see if we think they are better than our toys today? We can create a film clip of us speaking royally to share what we think. Picture and post it.		
Geography	Human and physical geography - Challenge 1: Tom Porter, a boy who lived as a child during 1666, has sent us a map of Pudding Lane, as he needs to do his jobs (errands) to different places on Puddling Lane but does not know where he has to go. Can we read his simple job list and see if we can find the human features of the places that he needs to find? On the map (large on the floor) is his house and that of Samuel Pepys, the bakery shop where Thomas worked, the river Thames and an office. Can the children answer simple closed questions about the key	If you can help Blackbeard to complete his pirate challenges, then you will earn the 'Pirate Bravery Award' and get to complete an exciting Pirate Scavenger Hunt in Ambleside Woods to find pirate gold, becoming first mates. Items to find - hooped earing, pirate hat and a broken sword, big sandy footprints and water, a message in a bottle, hook, ransom note, bird feathers, skull and cross bones flag.  Locational knowledge -	Representation: using maps - Farmer Fred has sent you a map of Stonebridge City Farm. Challenge 1: Can you use the map and the key to find out which animals and plants they have?  Drawing maps; human and physical features - Challenge 2: Can you make your own Ambleside Farm for Farmer Fred and draw a map with a key? What symbols will you use? Can you add some human features to your map? Can you add some physical features to your map?





human features on the map to find out about the street on which he lived? E.g. Can you find the bakery on Pudding Lane? Which shop is the bakery next to? Have the map large in the shared area and let the children move around the map as if on Pudding Lane. Picture and post it to let him know.

Challenge 2: Tom Porter wants to know about our school and grounds now. He is interested in the Year 1 shared area and courtyard. Can we use big equipment to make a map of our school, including human and physical features? The children can label the map with key words and send it back to him.

Direction and location; using maps - The children are to go shopping on Pudding Lane - big street map in the shared area. Can they direct each other verbally including: up, down, forwards, backwards, near and far?

Drawing maps; representation; perspective - Tom Porter is not very good at drawing maps and the Queen needs a map of Pudding Lane to understand where all the places were, how close the buildings were to one another and why the fire spread so quickly. Can we help and draw a map using 2d shapes to re-create some of Pudding Lane to send to the Queen?

Pirate Mission 1: Blackbeard needs our help. He has been told that there is some gleaming golden treasure in the United Kingdom but his rival, Captain Barnacle, is trying to beat him to it. Can you help him to locate the UK on a map and mark where you live in England, showing Nottingham?

#### Place knowledge -

Pirate Mission 2: To get to the treasure, Blackbeard must travel through Iceland. He has taken pictures of his journey, but he does not know what the pictures are. Can we tell him what we can see in his pictures and what the features are? Pirate Mission 3: Blackbeard has had to

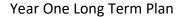
Pirate Mission 3: Blackbeard has had to travel through Africa and has taken more pictures of his journey, but again he does not know what the pictures are. Can we look at them and tell him about the features from the pictures?

Human and physical geography Pirate Mission 4: Blackbeard was very
sweaty in Africa and freezing cold in
Antarctica. Share pictures of Blackbeard in
the wrong clothes for the temperatures. Can
we pack him a hot country suitcase and cold
country suitcase so that he does not have

this problem again?

Place knowledge -

Direction and location - Challenge 3: Give the children big Bee Bot maps of Ambleside Farm. Can they help direct the farmer (decorated Bee Bot) around his farm to feed all the animals? They must use directional language - up, down, left, right, forwards and backwards. Sort the statements in terms of whether they relate to a town or a farm according to the physical and human features.





Locational knowledge and style of map - The
Queen has sent us a map of the UK and has
labelled England, the country we live in. Can we
label London, the city that she lives in, and
Nottingham the city that we live in, to show her
where she lives and where we live as she does
not understand where we live compared to her?
Use a simple picture atlas to support. Have a
large map in the shared area and complete
practically.

Pirate Mission 5: Blackbeard is travelling to the UK to get the treasure but does not know how Aspley, in England, is different to Iceland. Can you compare and contrast these places, looking at geographical features, and let him know?

#### Human geography -

Pirate Mission 6: Blackbeard's crew do not like living on the sea, they are getting really sea-sick. Can we help to find somewhere for them to live? First, we have to teach them the features of a town.

Music

Singing songs with control and using voice expressively - Sing 'London's Burning'. Can the children stay in tune and sing to perform to parallel Year 1 classes? They could each learn a different version or a slightly different song and then teach and perform to one another.

Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - The Queen wants to really understand the sounds and feeling that those people would have heard/felt in 1666 at The Great Fire of London. Can we help her by creating a fire composition? The children must think carefully about pitch and tempo. Also, can we make some royal music that can be played before the Queen does her royal speech about the event of The Great Fire of London?

Singing with control and using voice expressively - Blackbeard wants to teach his pirates some sea shanties to help them have fun on ship. Can we learn them, perform them and record them to send them back to him? The children must follow pitch using their hands and use high, low and middle voices.

Possible songs: 'A sailor went to sea sea sea'.

'What shall we do with the drunken sailor?'

Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising; listening, memory and movement - Blackbeard's favourite story is 'Captain Pete's Pirate

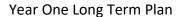
Singing with control and using voice expressively - Farmer Fred often likes to sing to

is 'Old Macdonald had a Farm'.

Introduce beat and percussion and introduce the playing of instruments to accompany. Get the children to think of what animal noises they would hear if on the farm. The children must use a picture and the sound stimulus to help them recreate the sound to compose their own 'Old MacDonald had a Farm' piece.

his animals to help cheer them up. His favourite

Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising; listening, memory and movement - Can the children create their own composition for Mr Gumpy's Outing story and the music that





Controlling pulse and rhythm; reading and writing notation; evaluating and appraising - This can be met by children creating a celebration chant for the end of the fire that they can perform to their partner class.

Adventure.' Can we make some pirate music to illustrate some of the key events in the story? What is the mood like? What sounds can be heard when the pirates are in battle or are about to be defeated by a rival group of motely pirates? What is the mood like? What would the music be like when the pirates are scrubbing the deck and drinking their grog and eating biscuits? How might the mood change when someone is captured and made to walk the plank?

would illustrate the key events within the story? John Burningham would like a piece of music recorded to play with his book. Can you help him?

The children must say what they like about their music.

Art

**Painting** - Can the children experiment with colour mixing, lighter and darker shades, adding sawdust or glue for different effects to make a glowing and warm burning London skyline for the competition at the museum?

**Printing** - Can the children explore with block relief printing (polystyrene) or string printing to create repeating fire pattern pictures for the Art Challenge? They can use white to create slightly different shades.

Textiles/collage - Art Challenge - The local history museum is holding an amazing artist competition and wants the best entries that represent the fire of London to be displayed for a super prize. Can the children create their own fire weaves, using different materials for effect, including

Blackbeard loves the sea. Can we create some sea pictures to send to him to hang on the ship? We could also create an Ambleside Gallery where we could display our work and invite our parents in.

Exploring and developing ideas; drawing The children could explore creating drawings
of the objects that have been found on
Blackbeard's ship. They could experiment
with using a variety of tools including
charcoal, pencils, chalk or pastels to explore
the use of line, shape and colour.

**Evaluating and developing work -** The children could look at some seascape paintings and creating art in different ways

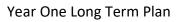
Exploring and developing ideas; evaluating and developing work; printing - Share Ms Bromley's Grand Garden Party event to be held in the courtyard (using a flyer). Can we display an art gallery for teachers and children to admire using different artists' skills? The winning artist will be selected and given some artists' tools to take home.

**Painting** - Can you create a beautiful piece of art, using a viewfinder, in the style of Georgia O'keefe for the Gallery?

**Printing** - Can you create a beautiful farmer's field scene by block printing using different shades of green, experimenting with colour mixing for the Gallery?



	photocopied material, fabric, plastic, tissue,	looking at the art of real artists, saying what	<b>Textiles and collage -</b> Can you create beautiful
	magazines and crepe paper?	they like and feel about it.	felt collages of fruit that could be grown on a
		Artist 1: Claude Monet seascape, 'Shipping by	farm?
	<b>3d form -</b> After the Great Fire of London, fire	Moonlight'.	
	marks were put on houses if they had paid for	Artist 2: Pierre August Renoir, 'La Vague'.	3D form - Art Attack - The children's challenge
	fire insurance. Can the children design their own	Artist 3: Van Gogh, 'Starry Night'.	is to go on a scavenger hunt for natural objects
	fire mark out of clay to show that the houses on		and create a huge 'Art Attack' outside and then
	Pudding Lane were insured?	Painting - In any of the above, the children	do some photography that can be displayed or
	,	could explore using paint mixed with sand	admired at the Garden Party.
		for the beach. They could explore different	-
		sized brushes/sponges. The children can	
		layer paint, combine with drawing,	
		experiment with scraping. They must then	
		create their Seascape Gallery and send their	
		work off to Blackbeard.	
		Exploring ideas; printing - Captain	
		Blackbeard has seen some beautiful fish in	
		the sea. He has sent us some photographs.	
		Can we use wax crayons to draw them and	
		cover them with sea using paint? This will	
		use the printing technique of resist painting	
		and will provide some beautiful fish pictures	
		for his ship.	
DT	Developing; planning and communicating ideas-	Design; make; evaluate and technical	Design; make; evaluate and technical knowledge
	Tom Porter from the past does not know what a	knowledge - Captain Blackbeard has lost	- Can you make a farmyard hat to wear for Ms
	fire engine is. Can we learn about the different	some of his motley crew. Can we make our	Bromley's Grand Garden Party? Can you use the
	parts of a fire engine and then make our own	own finger pirate or parrot puppets to send	paper properly so that you do not waste any?
	model to send back to him? Children to use	to him? The children must measure, cut and	Can you use the scissors and turn the paper to





	words, pictures and drawings to explain their design, saying how it will work.  Working with tools, equipment, materials and components to make quality products - Tom wants to play with the fire engine as a toy. Can we make it so that it moves attaching the axel to the chassis or wheels with split pins?  Alternatively, can they make a cart that would have been used to move possessions in 1666?  Can the children make a 3d firehouse to show the Queen what type of houses were around in 1666 or a 2d collage?  Evaluating processes and products - The children must say what they like about their vehicle, if it was similar to their initial design, and what they would do differently next time.  Working with food - The Bakery needs a new baker on Pudding Lane. Can the children make some 17th Century bread that can be eaten at Samuel Pepys' dinner party? They must wash their hands before cooking.	attach appropriately. They could use them to create their own pirate puppet show. The children can create the scenery for the puppets and use them to say some super pirate words.  Cooking and nutrition - Captain Blackbeard is having trouble with a mean pirate called Captain Barnacle. Can we make a revolting gruel recipe to turn this mean pirate and his terrible crew into sea slugs? Ideas for the potion: Cannon Balls, Deadman's Water, Shark Bait, Pirate Grub, Black Pearl, Deadman's Fingers, Pirate Jewels, Fairy Dust (to make the ship blast off to outer space). The children must weigh out their ingredients and follow a simple recipe to make. Ensure that the children follow basic food hygiene and safety procedures, washing their hands before handling the pirate food items.	cut properly? Can you attach and join in different ways, for example, if making a pig mask, can you make the nose move using split pins? Can you use string or attach to a band? You may even want to be more creative and create your own invented farm animal.
PSHE	Autumn 1 - Being in My World Autumn 2 - Celebrating Difference	Spring 1 - Dreams and Goals Spring 2 - Healthy Me	Summer 1 - Relationships Summer 2 - Changing Me
P.E	Autumn 1 - Games Autumn 2 - Gymnastics	Spring 1 - Dance Spring 2 - Net/wall	Summer 1 - Games looking at striking and fielding through cricket and rounders Summer 2 - Fundamentals/Athletics



Visits	Fireman/Station visit	Beaumanor Hall Pirate Scavenger Hunt in Ambleside Woods.	Stonebridge City Farm
Commando Joe	Lion and Me To run as a stand-alone day. I can talk about what makes a good friend. I can explain why we need to have good manners.	Traditional Tale To run as a stand-alone day. I can understand how to work as a team. I can explain why we need to take turns and share. I can explore and try new things by being curious.	Steve Backshall and me To run throughout the topic. I can recognise ways of sharing my emotions with others. I can recognise ways of helping my friends. I can explain why animals and other living things also need looking after.
Commando Joe's character behaviours	Self-awareness, empathy, resilience, kindness, courtesy, unselfishness, self-confidence.	Communication, excellence, listening skills, reflection, evaluation, creativity, curiosity.	Teamwork, co-operation, responsibility, care, helpfulness.