


# Pride of Britain

Years 1 and 2.

We will explore and celebrate all things British as we enjoy reading Paddington Bear and research historical events in British history such as the Great Fire of London. We will explore British landscape artists Ron Embleton and David Best. We will understand the basic needs of animals, including humans for survival. We will get creative, designing and creating a London landmark.

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| Main Text | A Bear Called Paddington- Michael Bond | Additional Texts | Paddington on Top- Michael Bond<br>Cops and Robbers- Janet and Allan Ahlberg |
| English | Newspaper reports (Fire of London).<br>Create a character description / fact file of Paddington Bear.<br>Write captions and labels for pictures of London Landmarks.<br>Plan and write a Paddington Bear story, set in London. Make improvements and write into neat for a class book. | Maths | Addition and subtraction within 20. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Compare, describe and solve practical problems for:<br>- lengths and heights. Measure and begin to record the following: lengths and heights, mass/weight and capacity and volume.<br>Year 2<br>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.<br>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial |

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| | | | representations, and missing number problems.<br>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.<br>Compare and order lengths, mass, volume/capacity and record the results using >, < and =. |
| Physical Development | Mini-movers – movement to music<br><br>Fundamental Movement Skills<br>Spatial awareness, large and small movements.<br>To develop patterns and sequences individually, with partners and in a group.<br>To develop control and movement, different ways of looking for and finding space.<br>Dance - Specialised movement skills.<br><br>Swimming<br>To develop combined fundamental skills to specialised: jumping and kicking, kicking and control etc<br>Streamed groups for differentiated teaching. | Art | Great Fire of London<br>Artists- David Best, Jan Griffier, Ron Embleton<br>Painting - Fire painting (layers of colours)<br>Explore and refine their application of practical skills and record through the use of a range of media.<br>Drawing - Sketches of 17th century houses - Sketches of London before and after The Great Fire of London. |
| Science | Working Scientifically Key Questions: How can we put out a fire? How makes a good water squirter made? What equipment do we need? Which water squirters do we think are the most successful? How can we make them better?<br>Animals including humans 2 | Design Technology | London eye/ landmark<br><br>Pupils will be provided with opportunities to explore and experiment with cutting and joining materials. They will think about structures and how to make a stable structure.<br>Look at London landmarks and create their own landmark. |

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| | Scientist: Elizabeth Garrett Anderson (first English woman to qualify as a doctor)<br><br>Recognising that animals, including humans, have babies which grow up to become adult animals. Understanding the basic needs of animals (including themselves) for survival. Understanding how important exercise and diet and hygiene are for humans to live healthy lives. Recognising the four seasons, changes in weather patterns and other observations. Recognising why day and night are different. | | |
| History | The Great Fire of London.<br><br>Events beyond living memory<br><br>Exploring the concept of Cause and Consequence through learning about the events around the Great Fire of London | Religious Education | Who is Christian and what do they believe.<br><br>Derbyshire agreed syllabus outcomes:<br>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.<br>What difference belonging to a community might make. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |
| Computing | Teach Computing.<br>Grouping data.<br>Exploring object labels, then using them to sort and group objects by properties. | Music | We will use the Charanga Musical School Scheme. Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:<br><br>1. Listening and Appraising<br>2. Musical Activities<br>a) warm-up activities<br>b) optional flexible games |

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| | | | c) singing<br>d) playing instruments<br>e) improvisation<br>f) composition<br>3. Performing<br><br>In The Groove |