

Why is London burning?
Is your house the right habitat for all living things?
Can you make a seed grow?

Key Science Questions
How can we keep warm this time of the year?
What are different habitats like during winter?
How do animals survive in their habitats during winter?
What does a seed need to help it grow?
Do all planted seeds grow immediately?

Key History Questions
Where and when did the fire start?
What happened?
How did the fire spread?
Why did the fire spread so quickly and burn for so long?
Who is Samuel Pepys?

As Scientists can we...?
Say what is different about things that are living, dead or have never been alive;
Describe the conditions in a habitat;
Name some sources of food;
Follow instructions to plant a seed and a bulb;
Suggest how to care for a plant so it grows well.

As Historians can we...?
Talk about key events;
Say why the Great Fire of London spread and eventually stopped;
Explain how we know about the Great Fire;
Show awareness of how London, has changed including its buildings, people and transport.

As Writers can we...?
Spell most of the 100 High Frequency Words;
Use the apostrophe for contractions and possessive form;
Write expanded noun phrases;
Recognise and use suffixes to change the meaning of a word; -ment, -ful, -ly, -ness;
Understand the difference between a question sentence and an exclamatory sentence;
Use full stops, capital letters, exclamation marks, question marks and commas for lists;
Understand which letters need to be joined in my writing;

As Readers can we...?
Self-correct when I have read a sentence incorrectly;
Make simple inferences about thoughts and feelings of characters and reasons for their actions;
Make predictions based on reading of other books by the author and my own experiences;
Identify how vocabulary choice affects meaning – 'Crept lets you know that he is trying to be quiet.'

Using technology can we...?
Search using the words "for kids";
Follow a web link;
Locate our own blog;
Understand how to blog safely and responsibly.

To develop our physical ability can we ...?
Understand the importance of warm ups, cool downs and exercise for our body and health;
Recognise the importance of being part of a team;
Understand what core strength is and develop this through a variety of ways.

As mathematicians can we...?
Recall and use the multiplication and division facts for 2, 5 and 10 times tables;
Recognise doubles and halves of numbers;
Solve multiplication and division problems using pictures and diagrams;
Solve simple word problems involving multiplication and division;
Compare and order measures and record using <, > and =;
Choose appropriate units of measure to estimate length, height, mass and capacity;
Answer simple questions about quantities from looking at tally charts, simple tables, pictograms and block charts;
Interpret and construct simple tally charts, tables, pictograms and block diagrams;
Identify and describe 2D and 3D shapes by talking about their properties.

As Musicians can we...?
Begin to understand and recognise pulse; rhythm; pitch; tempo; dynamics; timbre; texture and structure.
Listen and appraise music from different cultural backgrounds.
Recognise and name percussion based instruments.
Perform within a group and give constructive feedback.

As Artists can we...?
Investigate portraits by a variety of artists;
Explore the use of objects to convey meaning in a portrait;
Investigate a range of drawing media and the marks they can make;
Record self portraits from observation;
Explore how colour can be used to convey moods and emotions;
Create a portrait sculpture