Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme: The Great Fire of London & The United Kingdom

EYFS	
Continuous provision will be in place throughout the learning theme based on PLODS (Possible Lines Of Development)	
Art & Design	**Computing**
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. I can mix primary colours to make secondary. I can use a thick brush. I can mix colours to make new colours. I can create a colour wheel. I can identify primary colours. I can identify secondary colours. I can add white to a colour to make a tint.	Using different software to create artwork and animations of the Great Fire of London. Explore how different tools can be used to create different effects. Combine text and graphics to write newspaper reports and will also use microphones and videos to record our work about the fire.

Design & Technology	Geography
Recreate Pudding Lane houses (Tudor houses)– Junk Modelling. Making a fire engine – exploring wheels and engines Making bread (based on where the fire started in the bakery).	**People Culture and Communities ELG** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Comparing physical and human geography. Name major capital cities (especially in UK) https://www.bbc.co.uk/bitesize/topics/zp8r4xs/year/zjpqqp3 Locate London on a map. Find London in relation to where the school is. Compare London to Norwich/ local area.

History	Music
Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling; Oak Academy Resources: https://teachers.thenational.academy/units/the-great-fire-of-london-7a50 Order the main events of the Great Fire of London. Use a variety of sources to find out about the event (paintings, diary extracts, information books, ICT). Develop an understanding of the limitations of sources as reliable evidence	**See also Charanga Schemes of work** **Being Imaginative and Expressive ELG** Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. London's Burning Singing in rounds. Explore the beats and rhythms within pieces of music. Use percussion instruments to play simple rhythms and will explore how they can be used create effects.

Physical Education	Science
See also RealPE Schemes of work. **Gross Motor Skills ELG** Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Music and movement – dance/actions to London's Burning	**The Natural World ELG** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Learning about different materials and the qualities they have. Understand how materials are used for different purposes based on their qualities. Investigate how materials can be changed and whether these changes can be reversed. Understand which materials burn easier than others Use our knowledge of materials when we learn about the Great Fire of London. We will learn about how the building materials of the time helped the fire to spread.

English	Maths
https://www.booksfortopics.com/fire-of-london Writing about the events in chronological order. Writing a diary. **Fiction**: Vlad and the Great Fire of London by Kate Cunningham & Sam Cunningham (picture book) EYFS/KS1 (there are lots of resources for this online) Toby and The Great Fire of London by Margaret Nash & Jane Cope (chapter book) – KS1 Short Stories: The Baker's Boy and the Great Fire of London by Tom Bradman & Tony Bradman (chapter book) – KS1 Raven Boy - Pippa Goodhart Charlie and the Great Fire of London - Sue Finnie, Danièle Bourdais & Yannick Robert The Tower Bridge Cat – Tee Dobinson Daisy and the Trouble with London by Kes Gray (chapter book) – Y2 Katie in London by James Mayhew (picture book) – KS1 Paddington's London Story Treasury by Michael Bond & R.W. Alley (Short Story Collection) – KS1 Katie in Scotland by James Mayhew (picture book) – KS1 Katie Morag: Island Stories by Mairi Hedderwick (short tory collection) – KS1 No Such Thing as Nessie! By Chani McBain & Kirsteen Harris-Jones (picture book) – EYFS/KS1 The Tall Tale of the Giant's Causeway by Lari Don & Emilie Gill (picture book) – KS1 **Non-Fiction:** The Great Fire of London: 350th Anniversary of the Great Fire of 1666 by Emma Adams & James Weston Lewis – EYFS/KS1	Measure and scale (when using maps) 5 current Buns (links to the bakery)

The Great Fire of London (Usborne Young Reading) by Susanna Davidson & Rick Fairlamb – Y2 The Great Fire of London Unclassified by Nick Hunter – KS1 The Great Fire of London by Liz Gogerly Who Was: Samuel Pepys? By Paul Harrison - KS1 The buildings that Made London by David Long & Josie Shenoy – KS1 Why do we Remember?: The Great Fire London by Izzi Howell – KS1 Maps of the United Kingdom by Rachel Dixon & Ms. Livi Gosling – EYFS/KS1 The Big Book of the UK by Imogen Russell Williams & Louise Lockhart – KS1 Rivers of the United Kingdom by Catherine Brereton – KS1 Info Buzz: The United Kingdom by Izzi Howell – KS1 A Street Through Time by DK & Steve Noon – KS1 The Buildings that Made London by David Long & Josie Shenoy – KS1 Coming to England by Floella Benjamin & Diane Ewen (picture book) – KS1 Scotland: The People, The Places, The Stories by Chae Strathie & Lorraine Kelly – KS1 An Amazing Animal Atlas of Scotland by Anders Frang – KS1 Wales by Anita Ganeri – KS1 Belfast by Chris Oxlade & Anita Ganeri – KS1 **Song:** London's Burning **Drama:** https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-1-ccu3ar https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-2-c5k34d	

Courageous Advocacy	Developing Spirituality
Raise awareness of staying safe around fire and cooking. Raising money for the Fire Fighters' Fund	Showing an awareness of what life was like in the past. Start to develop an awareness of the differences between rich and poor and that there are those less fortunate that will need our support. Appreciate where food comes from.
Other Ideas	
Fire safety Keeping safe at home (in the kitchen) Visit to a fire station or get firefighters to come to school with their fire engine – could put the fire of London out (if you choose to recreate it!)	