

**Pilgrim Federation EYFS & Key Stage 1 Curriculum Coverage Ideas & Resources For the Learning Theme:
Great Fire of London & The UK**

The Great Fire of London & The UK									
EYFS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
Continuous provision will be in place throughout the learning theme based on PLODS (possible Lines of development)	<p><u>The Natural World ELG</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Learning about different materials and the qualities they have.</p> <p>Understand how materials are used for different purposes based on their qualities.</p>	<p><u>Creating with Materials ELG</u> 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.</p>	<p>Using different software to create artwork and animations of the Great Fire of London.</p> <p>Explore how different tools can be used to create different effects.</p> <p>Combine text and graphics to write newspaper reports and will also use microphones and videos to record our work about the fire.</p>	<p>Recreate Pudding Lane houses (Tudor houses)– Junk Modelling.</p> <p>Making a fire engine – exploring wheels and engines</p> <p>Making bread (based on where the fire started in the bakery).</p>	<p><u>People Culture and Communities ELG</u> 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</p> <p>Comparing physical and human geography.</p>	<p><u>Past and Present ELG</u> Children at the expected level of development will: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><u>See also Charanga Schemes of work</u></p> <p><u>Being Imaginative and Expressive ELG</u> 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.</p>	<p><u>See also RealPE Schemes of work.</u></p> <p><u>Gross Motor Skills ELG</u> 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.</p>	<p>Fire safety</p> <p>Keeping safe at home (in the kitchen)</p> <p>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!)</p>

The Great Fire of London & The UK

EYFS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
	<p>Investigate how materials can be changed and whether these changes can be reversed.</p> <p>Understand which materials burn easier than others</p> <p>Use our knowledge of materials when we learn about the Great Fire of London.</p> <p>We will learn about how the building materials of the time helped the fire to spread.</p>	<p>I can mix primary colours to make secondary.</p> <p>I can use a thick brush.</p> <p>I can mix colours to make new colours.</p> <p>I can create a colour wheel.</p> <p>I can identify primary colours.</p> <p>I can identify secondary colours.</p> <p>I can add white to a colour to make a tint.</p>			<p>Name major capital cities (especially in UK)</p> <p>https://www.bbc.co.uk/bitesize/topics/zp8r4xs/year/zjpqqp3</p> <p>Locate London on a map.</p> <p>Find London in relation to where the school is.</p> <p>Compare London to Norwich/ local area.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>Oak Academy Resources: https://teachers.thenational.academy/units/the-great-fire-of-london-7a50</p> <p>Order the main events of the Great Fire of London.</p>	<p>London's Burning</p> <p>Singing in rounds.</p> <p>Explore the beats and rhythms within pieces of music.</p> <p>Use percussion instruments to play simple rhythms and will explore how they can be used create effects.</p>	<p>Music and movement – dance/actions to London's Burning</p>	

The Great Fire of London & The UK									
EYFS	Science	Art & Design	Computing	D&T	Geography	History	Music	PE	Other links/ideas
						<p>Use a variety of sources to find out about the event (paintings, diary extracts, information books, ICT).</p> <p>Develop an understanding of the limitations of sources as reliable evidence</p>			

The Great Fire of London & The UK

Possible links to English:

<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 - Kate Cunningham & Sam Cunningham
Toby and The Great Fire Of London - Margaret Nash & Jane Cope
Raven Boy - Pippa Goodhart
Charlie and the Great Fire of London - Sue Finnie, Danièle Bourdais & Yannick Robert

Non-Fiction:

The Great Fire of London: 350th Anniversary of the Great Fire of 1666 - Emma Adams & James Weston Lewis
The Great Fire of London Unclassified - Nick Hunter
The Great Fire Of London - Liz Gogerly

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>

Possible Links to Maths:

Measure and scale (when using maps)