


KEY THEME THINKING – FOCUS THEME – Superheros v Real Heros– The Great Fire of London

‘To be the best we can be’

Tier 2/3 Vocabulary	Links to Previous Learning	Books (including class reads)	Immersion / Discovery	Collate and Create	Communicate
<p>Tier 2 Vocabulary</p> <p>Past, present, future, evidence, timeline, older, newer, profession, skills, qualities, power, strengths, people who help us, fireman, policeman, nurse, doctor, surgeon, paramedics, mountain rescue, life boat, crew, station, emergency services, rescue, bakery, diary, London, Thames, river, wooden houses, uniform, equipment, materials, city, town</p> <p>Tier 3 vocabulary</p> <p>Source, chronology, extinguish, identity, extinguish</p>	<p>Time line</p> <p>Historical events</p> <p>Junk modelling</p> <p>Changes within living memory</p> <p>Local area – differences in country and town</p> <p>Maps</p>		<p>Superhero day – Superhero boot camp</p> <p>Dress up day</p> <p>Superhero portrait</p> <p>Split pin superhero</p> <p>Superhero Ingredients – A superhero needs/I am ...</p> <p>Poses to match qualities</p>	<p>Build London out of junk modelling, set it alight, watch the effects, invite Fire Brigade to put out</p>	<p>Non-Chronological Report about each of the people who help us.</p>
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p>What is a superhero?</p> <p>Who is your favourite superhero?</p> <p>Art – Use repeating patterns or overlapping sheets (also linked to maths)</p> <p>_ Use objects to create prints (bubble wrap in the style of Roy Lichtenstein)</p> <p>_Press, roll, rub and stamp to make prints.</p> <p>Use all these skills to produce a superhero call sign.</p>	<p>Who in our local area can help us/superheroes</p> <p>What is their job?</p> <p>How do they help?</p> <p>What do we do if we need them?</p> <p>Why might we need them?</p>	<p>When and where was the great fire of London?</p> <p>Where did start?</p> <p>How did it start?</p> <ul style="list-style-type: none">Observe and handle evidence (photos) to ask questions and find answers to questions about the pastDescribe historical eventsPlace events in order on a timeline <p>Geog – contrast differences between town and city</p> <ul style="list-style-type: none">Name London, locate city on a map	<p>Why did the fire spread so quickly?</p> <p>How did they stop the fire from spreading?</p> <ul style="list-style-type: none">Show an understanding of the concept of nation’s history <p>DT - What were houses made of?</p> <ul style="list-style-type: none">Select materials to use so that it represents a house from the period of timeDemonstrate a range of Joining materials <ul style="list-style-type: none">Design product with clear purposeExplore houses and describe what we liked /don’t likeJoin materials to make and strengthen	<p>How is it different today? – compare clothing/uniform/equipment in living memory</p> <ul style="list-style-type: none">Recount changes that have occurred in their own lives	

Of course, we have to remember that even if we plan for these steps, we must also follow the children’s interests and see what they want to discover. This template is an outline of our own discussions and will be edited to reflect how we have followed the children’s interests in our classrooms in regards to the theme. Each step should include information on the knowledge to be developed. You do not need to write on this planning how you intend to do that.

At the end of the theme, after editing, this document should be passed to Shaun Hopper to be put into the curriculum planning folder (not before you have made your own copy of course). You do not need to edit it using a laptop. Written on plans would be ok.

Remember to plan for retrieval of key vocabulary and knowledge throughout the theme.