

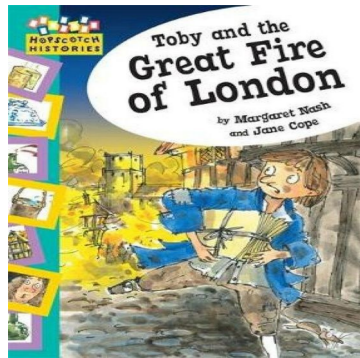
## Experience

South West Heritage Workshop: Thursday 4th September 2025

## Audience / Purpose / Product:

Using materials to make Stuart model houses, then burning them in the Forest School Fire Pit.

## English:



### Fiction:

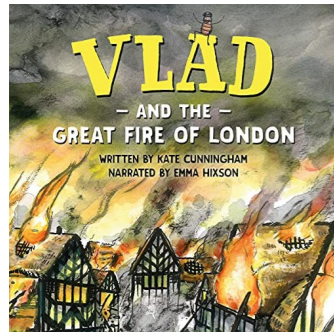
**Text:** Toby and the Great Fire of London

**Focus:** Writing to inform: Description

### Writing outcomes:

1. To write two simple sentences including an adjective to describe.
2. To use a comma between two adjectives.

To use a range of conjunctions to join sentences.  
3. To use high level vocabulary and edit my writing for effect.  
To use a range of conjunctions to join sentences.  
To use commas between adjectives and in lists.



### Non-Fiction:

**Text:** Vlad and the Great Fire of London

**Focus:** Writing to inform: Diaries

### Writing outcomes:

1. To say and copy a sentence with support, which includes a capital letter for the personal pronoun I.
2. To write accurately in the style of a recount using a variety of pronouns to avoid repetition and time conjunctions to help sequence events.

## Vocabulary:

- King Charles II
- Firefighter
- Axe
- Smoke
- Bakery
- Tower of London
- The Monument
- Samuel Pepys
- 17th century
- Leather bucket
- Flame
- Diary
- River
- Fire engine

## Science:

### Everyday Materials

- Identify different everyday materials.
- Identify and group uses of everyday materials.
- Make comparisons between the materials used outside compared to material used inside.
- Begin to understand suitability of materials.

**Key Materials:** Wood, metal, plastic, glass, brick, rock, paper and cardboard



## The Great Fire of London



## School Value Respect

## History:

### The Great Fire of London

The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer.

## Art and Design & Technology:

### Andy Warhol Printing 'Pop Art'

Screen printing is a way of making prints. The same print can be made lots of times.

## Music:

### Exploring simple patterns

- Can you find the rhythm?
- High and low
- Loud and quiet

## Computing:

### Online safety

- *Effective searches*
- *Digital footprint*
- *Being kind and respectful online*

## Maths: NCETM

### Unit 1: Numbers 10 to 100

- Pupils explain that one ten is equivalent to ten ones
  - Pupils represent multiples of ten using their numerals
  - Pupils represent multiples of ten using their numerals and names
  - Pupils represent multiples of ten in an expression or an equation
  - Pupils estimate the position of multiples of ten on a 0-100 number line
  - Pupils explain what happens when you add and subtract ten to a multiple of ten
  - Pupils use knowledge of facts and unitising to add and subtract multiples of ten
  - Pupils add and subtract multiples of ten
- Pupils explore the counting sequence for counting to 100 and beyond

### Unit 2: Calculations to 20

- Pupils add three addends
- Pupils use a 'First... Then... Now' story to add 3 addends
- Pupils explain that addends can be added in any order
- Pupils add 3 addends efficiently
- Pupils add 3 addends efficiently by finding two addends that total 10
- Pupils add two numbers that bridge through 10
- Pupils subtract two numbers that bridge through 10
- Pupils compare numbers and describe how many more or less there are in each set
- Pupils calculate the difference
- Pupils use knowledge of subtraction to solve problems in a range of contexts
- Pupils explain what the difference is between consecutive numbers
- Pupils calculate difference when information is presented in a pictogram
- Pupils calculate difference when information is presented in a bar chart

## World Views (Religious Education):

Unit 6- What do Jewish people believe about the Torah?

## RSHE:

Me and My Relationships  
-Being a good friend  
-Bullying or teasing?

## Physical Education:

Real PE- Personal: Footwork- One leg balance  
Outdoor: Somerset Cricket Coaching