

## Wildground Federation Theme Learning Plan

Context for Learning:  
**Great Fire of London**

Term:  
**Summer 1**

Year group:  
**1**

**Hook:**

Children will use their imagination to express what their senses would have experienced in the Great Fire of London.

**Outcome:**

Children will create their own house inspired by the Great Fire of London.



**Key Events:**

Tuesday 14<sup>th</sup> April 2026 -

Fire Safety visit

Friday 17<sup>th</sup> April 2026 -

Gamelan Music Day

**Language:**

**To develop our communication skills we will be:**

- Exploring texts where we will be focusing heavily on the vocabulary and language choices of different authors.
- Using role-play to support children in using a range of language.
- Exploring the diary of Samuel Pepys and the language he used.
- Reading a share aloud story and discuss the language the author uses and its effect on the writing.
- Learning how to communicate with the emergency services and key language that would be used.

**The arts:**

**In developing the arts we will be:**

- Using music and images of the Great Fire of London to inspire a class dance.
- Developing our ability to use hot seating in drama to take on the role of people who were alive during the Great Fire of London.
- Exploring the architecture of the Pudding Lane Monument.
- Looking at paintings and drawings of famous Tudor buildings including the Juniper Berry in Southampton where Jane Austen lived.
- Using images of famous paintings depicting the Great Fire of London.

**Inclusion:**

**To be as inclusive as possible we will be:**

- Exploring our Golden Rule of 'Be Helpful' and how we would help others regardless and link to how the fire service operated differently in 1666.
- Looking at the quality of housing conditions in 1666 and considering the "the right to shelter" that children officially have now under the United Nations Convention Rights of the Child.
- Learning the Makaton for key words connected with the Great Fire of London to help us communicate with everyone.

**Possibilities:**

**In order to widen our knowledge and understanding of the future we will be:**

- Developing an understanding of those in our community who help us.
- Exploring the roles linked with the fire service that children can aspire to e.g. fire fighter, coast guard, drone operator, urban search and rescue operator.
- Considering jobs linked with the baking industry.

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### Environment:

**As people concerned with our environment we will be:**

- Reflecting on how to stay safe in our community.
- Exploring our local area to look at the different structures and buildings that make up our local landscape to help inspire our own landscape paintings in art.

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### Main Areas of Learning

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<b>As Mathematicians we will...</b>	<ul style="list-style-type: none"> <li>• continue to look at multiplication and division. We will look at equal grouping, repeated addition, and arrays and doubling. We will be using manipulatives to support us with this. We will begin to develop an understanding of sharing equally, look at how to share items in <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> and begin to explore numbers to 100</li> <li>• learn our numbers to 40 and practicing our number formation</li> <li>• continue to learn how to write numbers in word form</li> <li>• explore how to represent numbers in different ways using manipulatives and pictures</li> </ul>
<b>As writers we will...</b>	<ul style="list-style-type: none"> <li>• explore the feature of a diary to support learning about the famous diary of Samuel Pepys. We will read examples of other historical diaries to help us learn about how to sequence and recall events before retelling the Great Fire of London events in a newspaper</li> <li>• continue to look at the prefix un- and suffix of -er, -ed and -ing to support our writing</li> <li>• learn about how to inform people and write a fire safety poster</li> </ul>
<b>As scientist we will...</b>	<ul style="list-style-type: none"> <li>• continue to name common animals and birds found in the UK and school grounds</li> <li>• identify and classify mammals, fish, birds and amphibians</li> <li>• continue to understand the terms herbivore and carnivore</li> </ul>
<b>As artists we will...</b>	<ul style="list-style-type: none"> <li>• explore how to blend and mix the three primary colours to create secondary colours</li> <li>• study the art work of Jan Griffier (1652 - 1715) and other contemporary images of the Great Fire of London before creating our own interpretation of the famous event</li> </ul>
<b>As technicians we will...</b>	<ul style="list-style-type: none"> <li>• continue to develop our skills by moving the mouse correctly</li> <li>• begin to use to mouse to double click on programs</li> <li>• begin to use the icons on the screen to support with opening different programs</li> </ul>
<b>In learning about beliefs, we will...</b>	<ul style="list-style-type: none"> <li>• explore the concept of belonging and how faith is entwined with this</li> </ul>
<b>As historians we will...</b>	<ul style="list-style-type: none"> <li>• learn about the key events of the Great Fire of London and the importance of Samuel Pepys as a key historical figure</li> <li>• develop our understanding of chronology and how different images can represent history differently</li> </ul>
<b>As geographers we will...</b>	<ul style="list-style-type: none"> <li>• locate where London is on a map and remind ourselves that it is the capital of England and look at London in relation to where we live</li> </ul>
<b>In learning about ourselves and others we will...</b>	<ul style="list-style-type: none"> <li>• understand who is there to help us stay safe in our local community</li> <li>• learn how to support others in an emergency situation, when we should call 999 and what to say</li> <li>• be able to recognise and name emotions and their physical effects</li> <li>• begin to know the difference between pleasant and unpleasant emotions and the skills needed to support this</li> </ul>
<b>As musicians we will...</b>	<ul style="list-style-type: none"> <li>• know how to make a sequence of long and short sounds with support (duration)</li> <li>• clap longer rhythms of one bar by copying and begin to make different sounds (high/low, loud/quiet sounds)</li> <li>• experience being part of a Gamelan</li> </ul>
<b>As dancers we will...</b>	<ul style="list-style-type: none"> <li>• examine music and art images to inspire us to create a dance to represent the Great Fire of London and how it raged through the city of London</li> </ul>