

General Aim - To understand that there are events that happened a long time ago. To understand that changes happen over time.

In Sycamore class, we plan activities to suit the needs of our learners, and incorporate individual MAPPS target to make the learning relevant to each pupil. The priorities for our learners are communication skills, motor skills, learning to work with others and life skills. The theme will include reading, writing and mathematics as appropriate for each learner. The initial outline for activities is below, and further activities will be added throughout the term, and included in daily planning.

Learning for some -

1. To sequence the events of the Great Fire of London
2. To answer simple questions relating to the Great Fire of London - verbally, in writing and using symbol prompts as appropriate to each learner.
3. To identify difference between life during the time of the fire, and in the present time.

Art, D&T incorporating motor skills and maths.

- Creating 3D models of the houses
- Creating a 2D display of The Fire of London, using different paint effects, including sensory painting
- **Motor skills** - using tools (scissors, paint tools, ruler)
- **Creating a 'diary' of the events, using tea staining to make the paper look old**

Mathematics

- **Knowledge of 2D and 3D shapes** - in relation to building models of the houses.
- **Measuring length and height; using a ruler**
- **Vocabulary relating to history** - understanding the concept of the past.
- **Comparing 'now and then'** - comparing life in the past to life now, using pictures to aid understanding
- **Using the language of directions (left, right, forwards, backwards)** to incorporate the theme into P.E and movement

Communication, literacy, history

- **Creating a 'diary' of the events**, using writing and/or pictures. Reference to Samuel Pepys.
- **Using Twinkl resources to support learning about the fire** - e.g., fact matching cards, word searches, bingo, powerpoints, photos
- **Descriptive language** - verbal communication and use of pictures to describe the events of Fire of London
- **Identifying and describing** objects from the past, and comparing to equivalent objects used today
- **Reading** - library books, powerpoints, fact sheets.
- **Working with others** - learning to share space, and take turns during activities
- **Communicating choices** - using voice or symbols to make choices between and within activities
- **Attention skills** - watching and listening to programmes and answering questions
- **Makaton signs** - e.g., Mr Tumble and Singing Hands online

Sensory, music, outdoor play and movement

- **The Fire of London song** and other online songs with a firefighting theme
- **Helpkidzlearn** - Five Little Firefighters counting song - cause and effect on the touch screen
- **Singing Hands** - Makaton - e.g., Fire fighters song
- **Sensory and role playing firefighters** - water and hoses; aiming practice.
- **P.E** - Incorporating the theme into running games in the yard, and linking to directions in maths.
- **Swing programme** - incorporating the theme into sensory swing activities e.g., aiming practise to knock over houses with feet

Other resources -

- The Great Fire of London | History KS1 | BBC Teach
- Great Fire of London: September 1666 - Children's song with words by Al Start

See art and sensory ideas attached/overleaf.



**Learning to follow written instructions
(incorporating maths and motor skills)**

1. Find scissors, a pencil and a ruler
2. Draw a rectangle
3. Cut out the rectangle
4. Draw a triangle
5. Find red and orange pencils.
6. Colour in the flames

Etc.



Ideas for our sensory learners and for play.

