

<p>FAVOURITE BOOKS</p> <p>Topic The Great Fire of London – Emma Adams Vlad and the great fire of London – Kate and Sam Cunningham</p> <p>Class Story Isadora Moon goes camping – Harriet Muncaster</p> <p>Year 3 Text A bear called Paddington – Michael Bond</p> <p>Science linked books Forces and Movement – QED super science</p>	<p>Attenborough Class, Spring 1</p> <p>Was the Great Fire of London a tragedy or a fresh start?</p> 	<p>ENGLISH</p> <p>Y1/2 Read Write Inc Phonics reading and spelling.</p> <p>Y2/3 Reading –Reading for Fluency/ VIPERS/ Paddington</p> <p>Y2/3 Spelling – Grammarsaurus Suffix ly, Suffix er and est</p> <p>Writing: Grammarsaurus Escape the Fire- diary recount How did the fire spread across London? - explanation Y1 Y2 Y3</p>		
<p>MATHS</p> <p>Place value Y1 – Place value and addition and subtraction (within 20) Y2 – Shape, Money, Multiplication and division Y3 – Multiplication and division A and B</p>	<p>SCIENCE Forces and magnets</p> <p>Learning about contact forces (pushes and pulls) and non-contact forces (magnets) that attract and repel</p>	<p>HISTORY</p> <p>Was the Great Fire of London a tragedy or a fresh start?</p> <p>An exploration of the Fire as 'detectives'. Exploring questions such as....</p> <p>How do we know about the fire? How did it start? Why was it so difficult to stop? Who was to blame for the fire? How did London change after the fire?</p>		
<p>PE</p> <p>Indoor athletics Tag rugby</p>	<p>RE</p> <p>1.10: What does it mean to belong to a faith community?</p>	<p>ART (Access Art scheme)</p> <p>Exploring watercolour How the special characteristics of watercolour, and elements of surprise and accident, help us create art</p>	<p>COMPUTING</p> <p>Painting using computer programmes</p>	<p>Music</p> <p>Rhythm in the way we walk And In the groove</p>

