

**Medium Term Plan**



**Experience:**  
**FIRE FIRE**



Term: Summer 2026      Duration: 4 weeks

**Outcome**

Designing and making Tudor Houses

**Rationale**

Throughout this topic the children will be inspired to find out more about the past. Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time such as peasantry and Parliament. Through looking at Tudor buildings they will understand some of the ways in which we find out about the past and identify differences between then and now. They will learn about chronology and timelines within the topic 'The Great Fire of London'. The children will be given the opportunity to work as a team to build structures, exploring how they can be made stronger, stiffer and more stable when designing, making and evaluating their Tudor house.

**Curriculum Coverage**

History	DT	English
To learn about the chronology and timeline of The Great Fire of London, compare and contrast Tudor buildings to modern day buildings, understand the importance of historical sources and how they can impact our understanding of the past	Designing, making and evaluating a Tudor house exploring how it can be made stronger, stiffer and more stable	Write a chronological report on 'The Great fire of London'

**Continuous Coverage**

Mathematics	PE	Phonics Year 1	Spelling Year 2
<b>Place value and fractions (1 week)</b> Comparing numbers, Placing numbers on a number line Find fractional amounts by sharing <b>Addition and subtraction (1 week)</b> Adding and subtracting 10 to a 2-digit number. Adding pairs of 2-digit numbers by partitioning, subtract by counting up or back <b>Multiplication and Division (1 week)</b> Division problems by grouping. Counting in 2, 5, and 10 and using a penny number line. Calculating division and multiplication problems using bead lines and landmarked lines. Understanding division as the inverse of multiplication	Tennis  <b>R&amp;R</b> Fitness	<b>Wk 1:</b> revision 'i-e' nice smile, 'o-e' phone home <b>Wk 2:</b> revision 'u-e' huge brute, 'aw' yawn at dawn <b>Wk 3:</b> revision 'are' share and care, 'ur' nurse with a purse	<b>Wk 1</b> The ee sound spelt ey, Adding the suffix -ness <b>Wk 2</b> Words ending -il and words where s makes the zh sound <b>Wk 3</b> Adding the suffix -ness where we swap the y for an I, Words ending -le

**Hook**

Great Fire of London Day

**Parents, how can you help?**

Talk to your children about keeping safe and how to call the fire brigade. Practise a fire evacuation from your home. **GET OUT, GET THE FIRE BRIGADE OUT, STAY OUT**