

## English

We will be looking at consolidating our knowledge of capital letters, full stops, nouns and verbs and looking at using adjectives to create expanded noun phrases. We will be writing in the past tense, looking at regular and irregular spellings of past tense verbs. We will be writing stories about the fire, instructions on how to make bread and reports about an imaginary dragon.

We will continue to consolidate our Phase 5 knowledge and move towards support for spelling.

## RE

God – look at the story of Jonah and the Whale and why this is important to Christians. They understand that Christians show and share their beliefs in many ways.

## PSHE & British Values

Recognise our strengths as individuals and that everyone is unique. Looking at how we manage our emotions – naming and exploring them in details.

## History

- History of The Great Fire of London
- Comparing London now and in the past.
- Chronology of the events and their impact on the city, people and country.

## Geography

- Creating own maps of London.
- Revision of the four countries of the UK.

## Art/DT

Silhouettes, colouring mixing – creating warm colours, tints and shades.

Structures – Building own Tudor house.

Bread making – healthy diet and designing flavours to

Creating Dragon Eyes using clay and carving skills such as stippling, scoring and joining to pieces of clay together.

# Fire Fire!



## Our core texts:

- Vlad and the Great Fire of London.
- Toby and the Great fire of London.
- Kassim and the Greedy Dragon
- Tell me a Dragon
- The Egg
- The boy who grew dragons.

## Key Knowledge and Skills

To understand the importance of Parliament and Monarchy and their relationship.

Understand how this event had an impact on London and present day.

Enquiry, research and comparative skills  
And using various sources of information.

## Key Vocabulary

Historic, 1666, Samuel Pepys, London, Pudding Lane, King Charles II, Thomas Farriner, Timeline of events, Christopher Wren, Monument, Guy Fawkes, Parliament

## Mathematics

- Place value of two digit numbers, comparing using  $<>=$
- Consolidating number bonds within 10 and 20 and use these to solve them to 100. Addition and Subtraction.
- Counting on and back in tens from any two digit number.
- Capacity – understanding different measures
- Exploring 2D and 3D shapes.
- Finding  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{3}$  of a shape and number. Understand  $\frac{2}{4}$  is equal to  $\frac{1}{2}$

## Computing

Creating music using the app Garageband.

Explore coding and algorithms using the app Daisy the Dinosaur.

## French

Children will learn how to say the following:

Numbers 1-10, basic greetings, colours, animals and answer some simple questions.

## Music

Develop a range of musical terminology and skills from tempo, rhythm and dynamics using percussion. Introduce notation with BoomWhackers

## Science

- Properties of different materials. Exploring which material is the best for certain purposes.
- Exploring reversible and irreversible changes.

## PE

- Gymnastics
- Dance – Fire Dancing

## Links with other topics

Build on topic of London from Year 1 (Kings and Queens topic)

Preparing for the topic of the Plague in Year 6.

# Fire Fire!

## Key knowledge

What is the relationship between our parliament and our Royal Family?  
How, when and where did the Great Fire of London start?  
How did the Great Fire of London end?  
What impact has the Great Fire and London had in the past and today?  
Who is Samuel Pepys and what is his legacy?



### Spread of the Fire

- Red square: Sunday 2<sup>nd</sup> September 1666
- Orange square: Monday 3<sup>rd</sup> September 1666
- Yellow square: Tuesday and Wednesday 4-5<sup>th</sup> September 1666

## Key concepts

1. Chronology – When did the Great Fire of London start and end.
2. Monarchy – Who was on the throne during the Great Fire of London?
3. Significant people and events – Thomas Farriner, Samuel Pepys and King Charles II.
4. Cause and effect – How did the Great Fire of London affect London at the time and how has this impacted modern London?
5. Power – How did King Charles II respond to the Great Fire of London.

## Key Vocabulary

Bakery, London, River Thames, embers, Pudding Lane, flammable, St. Paul's Cathedral, fire hooks, firebreak, leather bucket

### Monday 3<sup>rd</sup> September 1666

The fire gets very close to the Tower of London.

### Tuesday 4<sup>th</sup> September 1666

**St Paul's Cathedral** is destroyed by the fire.

### Timeline of Events

### Sunday 2<sup>nd</sup> September 1666

The fire starts at 1 a.m.  
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

### Wednesday 5<sup>th</sup> September 1666

The wind dies down and the fire spreads more slowly.

### Thursday 6<sup>th</sup> September 1666

The fire is finally put out.  
Thousands of people are left homeless.