

# Year 1 & 2

## Summer 2

# London's Burning



This half term, we will be looking at the disastrous Great Fire of London. We will explore the events and the experiences of Samuel Pepys.

We will also explore the capital of the UK, London and it's famous landmarks.

To enrich our learning we will:

- Visit from the fire service
- Create 3D Tudor houses and replicate the Great Fire of London
- Make fire engines

| English  | Mathematics  | Humanities   | Science   |
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| <p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Diary of a Killer Cat – Anne Fine</li> </ul> <p><b>Written outcomes:</b></p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Timeline of events</li> <li>• Diary entry/ Recount</li> </ul>     | <p>Y1</p> <ul style="list-style-type: none"> <li>• Multiplication</li> <li>• Division</li> <li>• Halves and quarters</li> <li>• Position and direction</li> <li>• Numbers to 100</li> <li>• Time</li> <li>• Money</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>• Problem solving and efficient methods</li> <li>• Time</li> <li>• Weight, volume and temperature</li> </ul> | <ul style="list-style-type: none"> <li>• Placing the Great Fire of London on a timeline and exploring ways in which London was different in 1666.</li> <li>• Exploring the events of the Great Fire and Samuel Pepys' experiences.</li> <li>• Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn't happen again.</li> <li>• Considering how we know about the Great Fire, looking at sources including Pepys' diary, pictures, reports and artefacts.</li> </ul> | <p><b>Identifying Material</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic,, glass, metal, water, and rock</li> <li>• Observing closely, using simple equipment</li> <li>• Identifying and classifying</li> <li>• Performing simple tests</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions.</li> </ul> |
| Arts   | Physical Education   | SMSC   |   |
| <ul style="list-style-type: none"> <li>• Exploring light and dark, and using chalk to create flames.</li> <li>• Collage depiction of GfoL</li> <li>• Creating 3-D pictures of a London landmark destroyed in the Great Fire of London.</li> <li>• Make fire engines</li> </ul> | <ul style="list-style-type: none"> <li>• Net and wall</li> </ul>   | <ul style="list-style-type: none"> <li>• Social – working together, rebuilding of London</li> <li>• Moral – Rights and living conditions</li> <li>• Cultural – Tudor music</li> <li>• Democracy – Debating – who was responsible</li> <li>• Rule of Law – Laws for fire safety</li> <li>• Respect – Fire safety and respecting our environment</li> </ul>  |   |

