

## English

- Non- Fiction- Newspaper articles reporting on the great fire.
- Eye witness accounts- Record on iPads
- Diary- Writing in first person as though they were experiencing the great fire- Could include people in boats on the river, the flames spreading, the direction the fire is spreading etc. the fire happened over several days, what happened each day?
- Instructional writing- Fire drill routines
- Biography- Samuel Pepys
- Play script- Write and perform play including all key events of the great fire
- Non - Chronological report- The great fire
- Postcards – Get the children to imagine they have gone to London for a holiday and they are going to write a postcard back home to tell their families and friends what they have been up to. They can either imagine they have gone to modern London or they were visiting London at the time that the fire broke out.
- Performance poetry- Can the children express emotion? Think carefully about tone of voice, facial expressions and body language.



## Year 2 Curriculum Links Spring 1

# London's Burning

### Enrichment:

Theatre Company – Samuel Pepys

### Immersion:

Replica London's Burning in Forest school – Narration from adults

## Mathematics

- Shape- 3D shape buildings- Houses of Parliament, Big Ben, Buckingham Palace, Tower of London- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Money- Bread shop- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value- Find different combinations of coins that equal the same amounts of money- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Use place value and number facts to solve problems- Link questions to fire of London theme
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity- Bread tasting

## Geography

- London – Look at the geography of London. Look at the main features and buildings that make up the London skyline. Give children an idea of what London looks like with help from these display posters.
- Talk about other cities in the UK and discuss why London is the capital.
- When the children have done work on London give them pictures and see if they can pick out the pictures that are of buildings and landmarks of London.
- Compare London, a city, with the country. Discuss the differences and similarities. Get the children to think of where they would rather live, and why.
- Landmarks around London – use these photos for research and discussion. Identify if any of the children recognise these places and can discuss their experiences of them.
- Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today.
- Compare London today and London in 1666

## Art & Design

- Fire of London pictures
- Silhouette pictures- London skyline- Now & 1666 (Compare)
- Stain glass window- St Pauls Cathedral
- Explore colour mixing and how to create different oranges, reds and yellows.
- Then create a whole class Great Fire scene using handprints. Use the activity sheet to understand the terms primary and secondary colours.

## PE

- To explore movement related to The Great Fire of London.
- To move safely and confidently in general space exploring changes of speed, level, and direction.
- To improvise to a given stimuli.
- To learn a group fire-dance using pattern, level, direction and space. To listen and share ideas.
- To listen and appreciate the music to accompany the dance.
- To show a clear beginning, middle and ending in the dance.
- To perform movement sequences using a range of body actions & body parts.

## SMSC

- Cultural –London- Looking at Royal family, houses of parliament, landmarks etc.
- Social- Fire Safety- Role of the fire brigade

## RE

- Theme: Passover
- Key Question: How important is it for Jewish people to do what God asks them to do?
- Religion: Judaism

## Science

- Identify and compare the suitability of a variety of everyday materials, including what the houses were made from in 1666.
- Why did the fire spread so quickly?
- Why did people take refuge in the church/boats?
- What are houses made from today? Why- Look at upvc, windows, insulation etc.

### Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Music

- London's Burning song- Learn
- Sing the song in a round
- **High and Low Sounds-** In this session, experiment with pitch by exploring low and high sounds in recorded music and by using a selection of musical instruments.
- **All About the Beat-** All about the beat- explore how to change the tempo of music- fast and slow sounds.
- **Fire Performance-** Use all you have learned about dynamics, pitch and tempo to create your own 4-part music and movement composition inspired by the Great Fire of London.

## DT

- Model houses- Selecting appropriate 3D shapes
- Structures- Strengthening/supporting
- Bread Bake off competition

## Forest School

- Fire Safety
- Cooking over fire
- Looking at different materials and compare with what houses in 1666 were made from

## History

- The Great Fire of London
- Timelines – Look at the story of the Great Fire of London, children to create pictures in their book with rough times above them to see the sequence of events.
- History of London – Give the children pictures of London around 1666 and pictures of London today. Ask them to discuss the similarities and differences that they can see. They could have two large circles in their books or on paper and they have to write in one circle the similarities and in the other, the differences.
- Samuel Pepys- Who was Samuel Pepys? Why was he significant to Britain?
- Compare Firefighters today with those in the past
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

## Computing

- News report- Use App Telegami to report on the great Fire- English link
- Search Engine- Operate a search engine to research/answer questions based on Samuel Pepys
- Google Earth- Look at London today- Can you locate any famous landmarks?