

## English

### Launch Text - Toby and the Great Fire of London

#### Writing

To know how to structure a chronological report such as a newspaper report, using apostrophes for contracted forms (don't, didn't, won't).

To know how to write a repeating poem based upon London's Burning.

#### Spelling

To know how to add suffixes -ing and -ed to words with double consonants; adding -er, -est and -y to words with double consonants.

#### Reading

To know how to answer and ask questions to show understanding of both books that can already be read accurately and fluently and those that they listen to.

## Mathematics

### Fractions

To know, recognise, find, name and write fractions:  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{2}$  and  $\frac{2}{4}$  of length, shape, set of objects of quantities.

To write simple fractions for  $\frac{1}{2}$  of  $6=3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### Time

To know and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these time.

To know the number of minutes in an hour and the number of hours in a day.

## Personal, Social and Health Education

### Jigsaw Piece – Relationships

To know that everyone's family is different and that families function well when there is trust, respect, care, love and co-operation.

To know that there are lots of forms of physical contact within a family.

To know how to stay stop if someone is hurting them.

To know some reasons why friends have conflicts.

To know that friendships have ups and downs and can change with time.

## Buttercup Class – Summer Term 1

Who was to blame for the Great Fire of London?



Set fire to our own Pudding Lane

## Science

### Plants

To know how to observe, describe and record how seeds and bulbs grow into mature plants.

To know how to investigate the effects of water, light and suitable temperatures on plants.

To know how to set up a comparative test and how to ensure tests are fair.

## Art and Design

### Sparks and Flames

To know how to use chalk to create the illusion of flames.  
To know how to create a collage of flames using mixed medias.

To know what a silhouette is and create one of the London skyline.

To know how to create a 3D picture of a London landmark destroyed during the fire using a variety of resources.

## Computing

### Unit 2.6 – Creating Pictures

To know how to name, save and find my own word using Purple Mash.

To know how to search, find and include photos, text and sounds into my creations.

## Physical Education

### Dance – Great Fire of London

To know how to move confidently and safely within own space changing speed, direction and level.

To know how to compose and perform a short dance with a clear beginning, middle and ending.

### Ball Skills

To know about and show awareness of opponents and teammates when playing games.

To know how to perform basic skills of rolling with more confidence.

To know how to apply these skills in a variety of simple games.

To know and make choices about appropriate targets, space and equipment.

## History

### Events beyond living memory that are significant nationally or globally

To know what caused the Great Fire of London and how improvements were made to the Fire Service because of it.  
To know why people did things, why events happened and what happened as a result

To identify differences between ways of life at different times (London in 1666 and present).

## Religious Education

### Can stories change people?

To know and retell the stories of Zacchaeus and Joseph and notice the changes in characters during the stories.

To know that Jesus told stories (parables) as a teaching tool and prophets told stories to induce change in people.

## Music

### Charanga – Friendship Song

To know how to play and perform in solo and ensemble context, using their voices and playing musical instruments.



Year 2 – Summer 1 Knowledge Organiser

Enquiry Question: Who was to blame for the Great Fire of London?






Subject Specific Vocabulary	
bakery	A store in which baked goods, such as bread, cake, and pastry, are made or sold.
flammable	Able to catch on fire easily. <i>Dry leaves are flammable.</i>
ignite	To cause to begin burning; set on fire. <i>He ignited the paper with a match.</i>
leather buckets	Buckets, made from leather with a rope handle, only held a small amount of water and were passed along a line of people towards the fire.
London	The capital city of England and the United Kingdoms.
monument	A structure in London built on the site of St Margaret, the first church destroyed during the Great Fire.
River Thames	A very long river that runs through London.
King Charles II	King of England during the Great Fire.
Samuel Pepys	A member of parliament who wrote a famous diary during the 1600s.
fire squirts	A pump used to suck up water then squirt it at the fire.
fire hooks	A long pole with a hook on the end to pull down buildings in the event of a fire.

### Key Knowledge

**When was the Great Fire of London?**  
The Great Fire of London started on Sunday 2<sup>nd</sup> September 1666 and ended on Thursday 6<sup>th</sup> September 1666.

**Where did the fire start?**  
The fire is reported to have started in the King's bakery on Pudding Lane during the early hours of the morning after a spark escaped.

**Why did the fire spread so quickly?**  
In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.





Samuel Pepys   Sir Christopher Wren   King Charles II

### Time Line and Map showing spread of fire


#### Spread of the Fire

- Sunday 2<sup>nd</sup> September 1666
- Monday 3<sup>rd</sup> September 1666
- Tuesday and Wednesday 4-5<sup>th</sup> September 1666





#### Timeline of Events



**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.

**Sunday 2<sup>nd</sup> September 1666**  
The fire starts at around 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.