



English Launch Text - The Great Fire of London – Emma Adams, James Weston Lewis

# Writing

To know how to structure a chronological report such as a

newspaper report, using a postrophes for contracted forms

(don't, didn't, won't).

To know how to read and perform a poem aloud;

To know how to structure a poem using adjectives and verbs

#### 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

#### Statistics

To know how to interpret and construct simple pictograms, tally chars, block diagrams and simple tables. To know how to ask and answer questions by counting objects.

#### **Position and Direction**

To know how to order and arrange combinations of objects into patterns and sequences. To know mathematical vocabulary to describe position, direction

and movement including turns in clockwise and anti-clockwise.

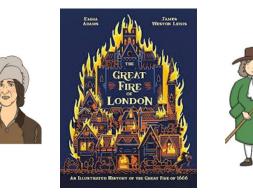
# Art and Design Sparks and Flames

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.

# Buttercup Class – Summer Term 2

Who was to blame for the Great Fire of London?



WOW: Setting up our own Pudding Lane 3D houses

Religious Education Is Shabbat important to Jewish children? To know the Jewish Creation Story.

To know the way Shabbat is commemorated.

To know the words Shabbat, Kippah, Tenakh

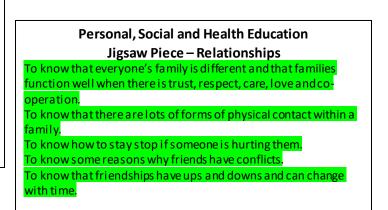
#### Physical Education Dance – Great Fire of London

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.

# 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).



### Music

# Charanga – Reflect, Rewind, Replay

To know how to listen and appraise Classical Music

To know how voices and instruments are interrelated in music

# Computing

Units 2.7 – Making Music and 2.8 Presenting Ideas To know how to organise data using 2investigate To know how to edit more complex digital data such as music compositions within 2sequence.



# Year 2 – Summer 2 Knowledge Organiser Enquiry Question: Who was to blame for the Great Fire of London?



Subject Specific Vocabulary		Key Knowledge
bakery	A store in which baked goods, such as bread, cake, and pastry, are made or sold.	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
fire hooks	A long pile with a hook on the end to pull down buildings in the event of a fire.	
fire squirts	A pump used to suck up water then squirt it at the fire.	
ignite	To cause to begin burning; set on fire. He ignited the paper with a match.	Time Line and Map showing spread of fire
King Charles II	King of England during the Great 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
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.	
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.	Monday 3rd September 1666Tuesday 4th September 1666The fire gets very close to the Tower of London.St Paul's Cathedral is destroyed by the fire.
Samuel Pepys	A member of parliament who write a famous diary During the 1600s.	O     O       Sunday 2 <sup>nd</sup> September 1666     Wednesday 5 <sup>th</sup> September 1666   Thursday 6 <sup>th</sup> September 1666
Thomas Farriner	Owner of the bakery in Pudding Lane that caught fire	The fire starts at around 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his <b>diary</b> . The wind dies down and the fire spreads more slowly. The wind dies down and the fire to write about the fire in his <b>diary</b> .