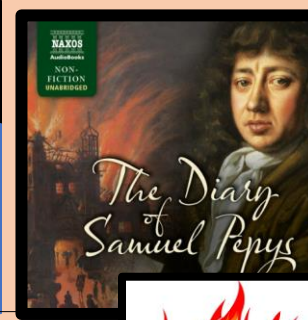


Vlad and the Great Fire of London!

Summary: Vlad the flea and Boxtan the rat have sent us a parcel containing many different artefacts, burnt wood, a rat, a flea, flames, a pudding, bread, a picture of an old house, an atlas and this book. We are going to accompany Vlad on his journey through 4 eventful evenings in 1666 and learn all about the Great Fire of London.



Key Vocabulary

- Lifecycle
- Feetus
- Womb
- Offspring
- Reproduction
- Transformation
- Metamorphosis
- Froglet
- materials
- properties
- design
- user
- function
- appearance
- lever
- pivot
- Slider
- motion
- London
- Pudding Lane
- Wooden
- Stone
- Brick
- Congested
- Flammable
- Artefacts
- Source
- Historian
- Realistic
- Proud
- Success
- Celebrate
- Achievement
- Goal/Dream
- Persevere
- Easy/ Difficult
- Teamwork

Science

Consolidation

This half term we will be revisiting our science knowledge and building on our prior learning.

We will be receiving a special delivery of eggs; we will watch them hatch and record their lifecycle.

We will also be collecting frogspawn to study the lifecycle of a frog too.



The Arts

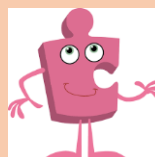


Music:

You can use your imagination to create wonderful pieces of music. We will continue to explore music focusing on pulse, rhythm and beat. We will continue to learn to play the recorder.

DT:

Research, design, make and use are all key elements of our DT lessons. We are going to plan and make our own moving picture books for a friend or a member of our family. We are going to use leavers and sliders.



PSHE:

Dreams and Goals

Everyone has their own dreams and goals for the future. We will be thinking about our own goals, learning about perseverance and thinking about how to work successfully in a group. Sometimes, we need to make decisions to positively impact our own goals such as not sitting with a friend who may distract me.

Humanities

History:

The Great Fire of London

The Great fire of London was a major disaster that happened in London in 1666. The fire started in a home of a baker Thomas Farriner located on Pudding Lane and raged for 5 days. A third of the city was destroyed by the fire. We will be thinking about this event and what life was like back in 1666.

Geography:

Geography is not explicitly taught this half term however; we will be using our geographic knowledge to locate London on a map and recall key landmarks found within the capital city.

RE: Judaism

Who is God to Jews?

We will be thinking about the special relationship Jews have with God. We will be thinking about the 10 commandments and how to live a good life.

Literacy/ Writing

Develop positive attitudes towards and stamina for writing by:
Writing about real events ,Writing poetry and
Writing for different purposes

consider what they are going to write before beginning by:
planning or saying out loud what they are going to write
about, writing down ideas and/or key words, including new
vocabulary, encapsulating what they want to say, sentence by
sentence

Write punctuated sentences: full stop, capital letters,
exclamation marks, question marks.

learn how to use: sentences with different forms: statement,
question, exclamation, command. Expanded noun phrases to
describe and specify [for example, the blue butterfly] The
present and past tenses correctly and consistently including
the progressive form

Computing

understand what algorithms are; how they are implemented
as programs on digital devices; and that programs execute by
following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple
programs

History

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]

Maths (Spring term)

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

recall and use multiplication and division facts for the 2, 5 and
10 multiplication tables, including recognising odd and even
numbers

calculate mathematical statements for multiplication and
division within the multiplication tables and write them using
the multiplication (\times), division (\div) and equals (=) signs

show that multiplication of two numbers can be done in any
order (commutative) and division of one number by another
cannot

solve problems involving multiplication and division, using
materials, arrays, repeated addition, mental methods, and
multiplication and division facts, including problems in
contexts.

choose and use appropriate standard units to estimate and
measure length/height in any direction (m/cm); mass (kg/g);
temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest
appropriate unit, using rulers, scales, thermometers and
measuring vessels

compare and order lengths, mass, volume/capacity and record
the results using $>$, $<$ and $=$

DT

design purposeful, functional, appealing products for themselves and
other users based on design criteria

select from and use a range of tools and equipment to perform practical
tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including
construction materials, textiles and ingredients, according to their
characteristics

evaluate their ideas and products against design criteria

explore and use mechanisms [for example, levers, sliders, wheels and
axles], in their products.

Music

Use their voices expressively and creatively by singing songs and speaking
chants and rhymes.

Play tuned and untuned instruments musically .

experiment with, create, select and combine sounds using the inter-
related dimensions of music.

Science

Notice that animals, including humans, have offspring which grow into
adults.

Geography

use world maps, atlases and globes to identify the United Kingdom and its
countries

Vlad and the Great Fire of London!

Engagement

We will be building our own pudding lane and carrying out our own experiment. How quickly do the houses burn when they are close together like in pudding lane. What happens when you remove the odd house to make a fire break?



As Historians we will be learning about the Great Fire of London . We will be thinking about what London was like in 1666 and the key facts from the event.

As scientists, we will be consolidating our previous learning by creating information books. We will be receiving some eggs in school and will watch them hatch into chicks.

As Musicians we will be exploring music and playing musical instruments when taking part in the 'music man' sessions.

In DT we will be designing, making and evaluating our own moving pictures. We will be exploring using levers and sliders to make our pictures move.

Engage

We will be learning about life cycles by experience the life cycle of a chick hands on.

Educate

We will foster a love of learning as we explore significant events from the past – Great Fire of London.

Empower

We will be thinking about our dreams and goals for the future. We will be thinking about the importance of persevering and working as a team to fulfil our goals.

Product / Experience / Outcome

Children will create their own moving books/pictures representing the Great Fire of London – complete with levers and sliders. Sharing the progress about the chicks hatching – Recording/ reading/ sharing online. (January 2024)

Homework ideas

<p>Can you create your own fire inspired piece of artwork?</p> <p>What media will you use?</p> <p>Paint</p> <p>Pencil crayons</p> <p>Oil pastels</p> <p>Collage</p> <p>Sculpture</p>	<p>Can you explore money at home?</p> <p>Can you add together the value of the coins to find the total?</p> <p>Can you use money to pay for an item in the shop?</p> <p>Can you work out the change?</p>	<p>Can you practice your handwriting, ensuring all your letters are correctly formed?</p> <p>Use the formation sheets to support you!</p> <p>(See teacher for sheets)</p>	<p>Can you research, design, make and evaluate a moving picture at home?</p> <p>Make sure to use levers and sliders to make the pictures move.</p> <p>Bring into school to share.</p>
<p>Can you go on a hunt around your home or garden for three items of different length/height?</p> <p>Measure these items using a ruler (cm's) and record!</p> <p>Which one is the longest/shortest/tallest?</p>	<p>Can you create an information booklet all about the Great Fire of London?</p> <p>Make sure to illustrate it too!</p> <p>Bring into school to share.</p>	<p>Can you create your own fictional story?</p> <p>Choose any characters you would like- remember not to use characters that already exist.</p> <p>You could make it into a book!</p> <p>Bring it into school to share.</p>	<p>Can you create your own dream jar at home? (decorate a jam jar)</p> <p>Fill it full of all your dreams and goals for the future. (write them down)</p> <p>Remember to look back at it in the future to see if you have achieved them.</p>

Please
practice
reading and
writing
these
words.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



History – Year 2

Great Fire of London

When? September 1666

Where? Pudding Lane, London

How long did it last? 5 days

Who was king? King Charles II



Who is this? Samuel Pepys

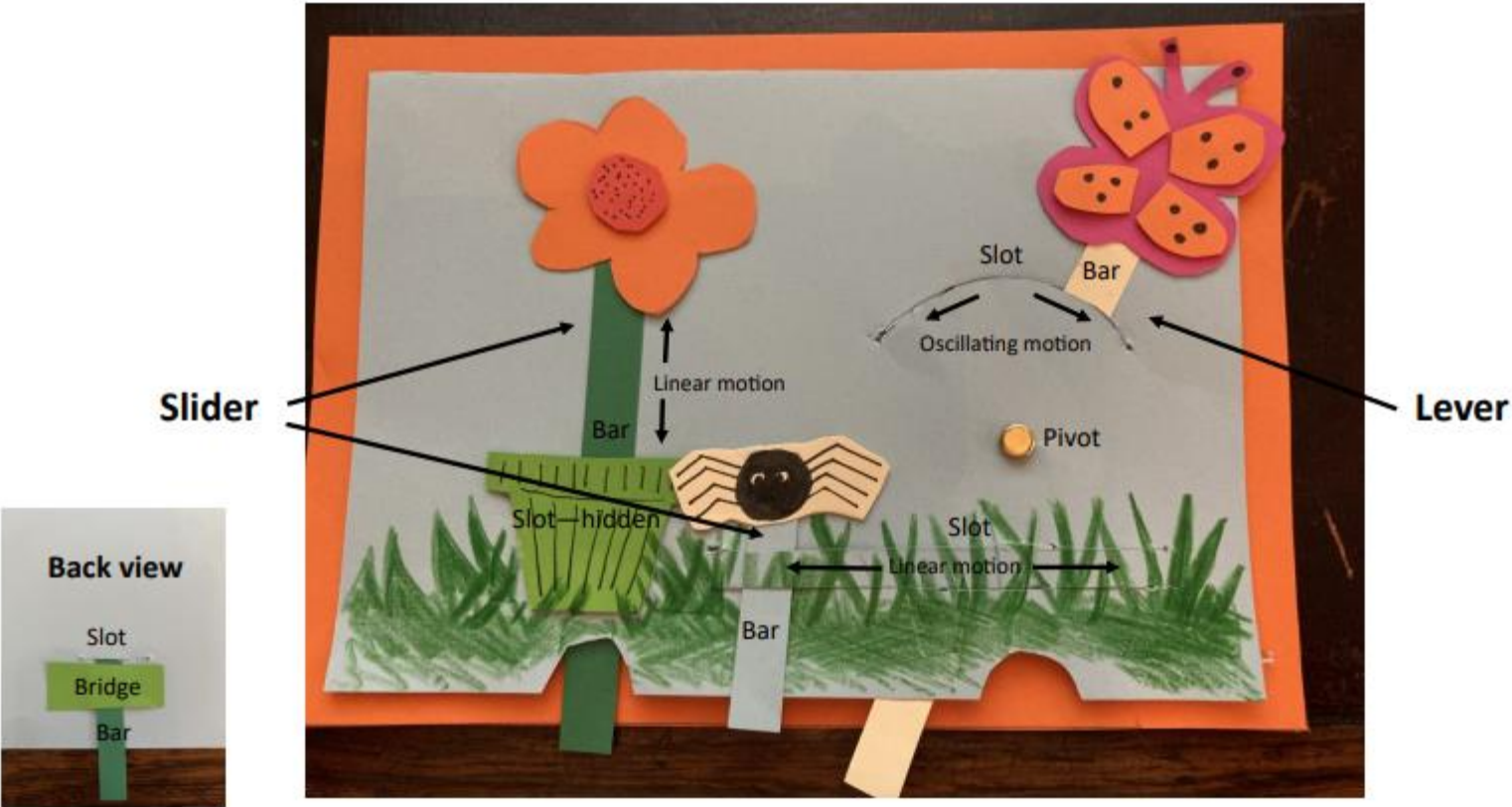
What did he do? He wrote diaries about life in London in the 17th Century.
Why is he important? We can learn lots about the Great Fire of London from his diary extracts.

Key vocabulary:

London	Pudding Lane	Congested
Samuel Pepys	Artefacts	Extinguish
Flammable	Extract	Historian

DT
(Create
Great Fire of
London
pictures)

Moving picture labelled with features of levers and sliders



Who is God to the Jews?



Jews believe there is one God who made the world.

God made a special promise with the Jewish people called a "Covenant."

The 10 Commandments are rules from God that show how to live a good life.



These rules are in the Torah and were given to Moses.



God gave them a Holy Book called the Torah.



Key Vocabulary

Abraham	Founder of Judaism
Covenant	An oath or promise
Torah	Jewish Holy Text
10 Commandments	Rules to live by given to Moses
Star of David	A six-pointed star adopted by Jews as a symbol of Judaism