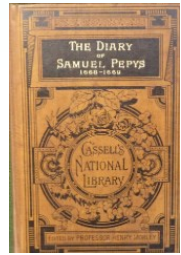
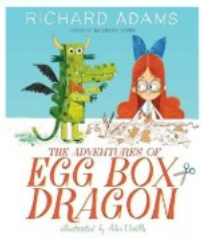


## Key Texts



### Humanities

Describe the key events of the Great Fire of London, including when and where it started, how it spread, and its Achievement on the city.

Identify significant historical figures and places

Know about important people involved in the Great Fire, such as Samuel Pepys, and recognise significant places, such as Pudding Lane, where the fire began.

Explain the cause and effect of the Great Fire of London

Understand the main causes of the fire (e.g., the dry conditions, the use of timber in buildings) and describe how the fire affected London and its residents.

Use a variety of sources to find out about the past

Use different types of sources to learn about the Great Fire of London

Recognise how the city of London has changed since the fire, identifying some of the changes made in building construction and fire safety.

## Achievement -

**Retell the story of the Great Fire of London** in their own words, using key events and historical details.

**Write a diary entry** from the perspective of someone living during the Great Fire,

**Create a simple fact file** about the Great Fire of London, including important dates, people, and events.

**Use a range of adjectives** to describe the destruction caused by the fire (e.g., "thick black smoke," "roaring flames").

**Write a letter** to a friend explaining what happened during the Great Fire and how it affected London.

Identify the key events of the Great Fire of London and place them in the correct order on a simple timeline.

Describe the Achievement of the fire on London, including how buildings were destroyed and how people reacted.

### English

We are looking at the books 'Egg Box Dragon' and 'The Diary of Samuel Pepys.' The children will learn how to:

- Predict, infer and ask questions about a class text.
- Write in the 1st person, exploring the emotions of a fictional character.
- Write contrasting setting descriptions.

### Science

Ask simple questions about which materials will make a boat float and predict the outcome before testing.

Carry out simple tests to find out which materials allow a boat to float, observing and recording the results.

We show **care** through beginning to develop our positive learning behaviours and familiarity with routines.

We show **co-operation** through creating collaborative artwork.

We show **forgiveness** by trying to understand others' actions.

## Key REACH Principle: Emotionally Literate

We show **respect** by thinking about the feelings of others.

## Teaching

We show **resilience** by starting to use strategies to regulate our emotions.

### Maths

- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

## Wow Event

**A visit from Thomas Farriner**

We show **honesty** through identifying our feelings.

## Outdoor Learning

Understand fire safety rules and the correct use of fire-starting tools.

Identify the fire striker and practise striking it against flint to create sparks.

Use cotton wool (fairy pillow) to catch the spark and ignite a flame.

Observe and understand the process of creating fire from a spark. Safely manage and extinguish the flame.

## Curriculum Objectives and values

## Vocabulary

Fire, London, Blaze, Smoke, Pudding Lane, Samuel Pepys, Flames, House, Ashes, Water, Bucket, Firefighter, Tower, Survivor, Charred, Destruction, Safety, Building, Escape, Spark, Smokehouse, Ember, Square, Firebreak, Wind, Leather bucket, Desperate, Diary, Alarm, St. Paul's Cathedral, Flames, Torch, Rebuild, Ashen, Ruin, Heat.