



FIRE, FIRE!

Year 2 AUTUMN 2 | Cycle A

How does the Great Fire of 1666 affect our lives today?

Values [TRUST](#) | [EMPATHY](#) | [COURAGE](#)

Overview In this unit, children will learn about a key event in British history beyond living memory. They will learn facts about what happened through exploring time-lines, pictures and drawings, reconstruction videos and historical evidence such as Samuel Pepys's diary. The children will explore the cause and lasting effect of the Great Fire. Through this they will reflect on the feelings of a child in 1666 and how the fire has impacted the methods we use to build and look after our cities today. There will be plentiful opportunities for children to develop their knowledge of the Fire of London time through expert talks, reading artefacts, educational films and exploring digital resources such as the Museum of London's Minecraft interactive game.

Engagement Use outside space and paper/card to demonstrate how quickly a fire can spread. Re-enact through role-play and drama. Create News reports for what they have seen and heard.

Celebration Share new reports with school community and families. Visit the Great Fire of London museum.

Curriculum Spotlight

The Queen's Hat, Little Mouse book of fears, How to be a dog. The Day the Crayons Quit,
[Place & Time](#)

Geography ✦: GKS1.1b

History ★: HKS1.1b

[Science & Technology](#)

Science ✦: SY2.4a, SY2.4c

Computing: not specified

[Citizenship & Ethics](#)

PSHE ✦: Jigsaw - Celebrating Difference

[Arts & Creativities](#)

Art ★: Drawing

Music ★: Musicianship

D&T ✦: DTKS1.4a

[Physical & Emotional Health](#)

PE ★: Dance and Games

[Faith & Belief](#)

RE ★: Christianity

[Language, Literacy and Oracy](#)

Writing ★: Diary, Narrative, Poetry

Habits of Mind

Children could write letters to the families and organise a fundraising initiative to support those affected by the Grenfell fire.

Oracy & Dialogue

A speech to King Charles II declaring what can be seen and what should be done.

Drama: Re-enact the Great Fire. News Report: Film news report about events of the fire. P4C – What good can come from tragedy?

Playful Enquiry

Building houses then and now using recyclable materials – testing flammability.

Visitors

Firefighter

[Educational Visits / Enrichment Day](#)

Museum of London.

[Learning Street](#)

London street, role-play shops, artefacts, topic books

Class Display

Photos of fire house testing, art gallery of London in 1966, letters written, children's reflections on their learning.

[Home Learning Project](#)

None specified.

Subject		Learning Journey							
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Arts & Creativity	Art	★	★	★	★	★	★	★	★
	Music	★	★	★	★	★	★	★	★
Language, Literacy & Oracy	Key Texts	The Queen's Hat	Little Mouse Book of Fears	The Day the Crayons Quit			How to Be a Dog		Review
	Writing	Recounts	Sentence Level	Letters	Letters	Letters	Instructions	Instructions	
	Spelling	Phase 6 Phonics Review The /ai/ sound spelt -y at the end of words	Phase 6 phonics review	Phase 6 phonics review	Phase 6 phonics review	Phase 6 phonics review	-ed regular past tense suffix	-ed regular past tense suffix	
	Grammar	Past tense verbs	Sequencing connectives	Capital letters and full-stops	Exclamation marks	Questions and statements	Commands/ imperative verbs	Sentence Types	
Mathematics	Maths	Adding and subtracting single digit numbers to 2 digit numbers	Adding and subtracting multiples of 10 to 2 digit numbers	Adding and subtracting two-digit numbers with no re-grouping	Adding and subtracting two-digit numbers with no re-grouping	Adding and subtracting two-digit numbers with re-grouping	Adding and subtracting two-digit numbers with re-grouping	Time	Geometry Shape
Science & Technology	Science	KS1SY2.4a Identify and compare the suitability of a variety of everyday materials including plastic, wood, metal, glass, brick, rock, paper and cardboard for particular uses.				KS1SY2.4b Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
	Computing								
	Design and Technology				DTKS1.4a build structures, exploring how they can be made stronger, stiffer and more stable				
Place & Time	Geography ✦		GKS1.1b Name, locate and identify the characteristics						

			of four countries and capital cities of the UK.						
	History★		HKS1.1b Events beyond living memory that are significant nationally or globally.						
Physical & Emotional Health	PE	Dance - use different levels, directions and speeds. Games - spatial awareness, mobility, coordination and control.	Dance - touch, feel, and listen to different stimuli in order to share initial movement responses. Games - Aim at a target using different equipment.	Dance - touch, feel, and listen to different stimuli in order to share initial movement responses. Games - Aim, using different types of sending with hands, feet and bat.	Dance - touch, feel, and listen to different stimuli in order to share initial movement responses. Games - Developing simple strategies and tactics by bouncing, kicking or throwing a ball.	Dance - improvise an idea - display an immediate response. Games - Track the path of a ball and move across it to intercept efficiently.	Dance - choose appropriate movements to convey the dance idea. Games - Run after a moving ball, field it and return.	Dance - choose appropriate movements to convey the dance idea. Games - Receive the ball on the move.	
Citizenship & Ethics	PSHE	Boys and Girls	Boys and Girls	Why does bullying happen?	Standing up for myself and others	Making a new friend	Celebrating differences and still being friends	Evaluation	
	Philosophy for Children	★	★	★	★	★	★	★	
Faith & Belief	RE	Why did God give Jesus to the World?	George saves the world by lunchtime - what makes a hero?	Does the world need to be saved?	Retelling of Christmas Story	What does Jesus teach through his actions?	How do I show love to the world?	Reflection	