

**Year 2**  
**Term – Spring 2**

**This term we will be  
learning...**

- to create timelines in order to develop understanding of the chronology of historical events
- to identify similarities and differences between life now and life different periods of time
- to understand the significance of the Great Fire in terms of how it has impacted London in a lasting way
- to begin to understand what primary sources are and how they are used in historical investigation
- to use vocabulary specific to the topic and general historical terminology

**The Great Fire of  
London**



**Educational Visits**

**A member of the Museum of London  
will come to speak to the children  
about the events of the Great Fire of  
London.**

**Key Information**

We will be learning about The Great Fire of London and exploring the events which happened throughout this time.

The fire began in a bakery on Pudding Lane in 1666 and happened between the 2<sup>nd</sup> – 5<sup>th</sup> September. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together.

To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt.

We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.

## English

In reading, children will be practising reading text at length (at least 1 page). They will be able to infer about what the character has said. They will be able to explain why an author has used specific language in a text. In writing, the children will be learning to write diary entries focusing on their use of the past tense and adverbial phrases to order events. They will be writing different forms of poetry using expanded noun phrases and a range of synonyms to interest the reader. They will also practise reciting this poetry using expression.

**The Smartest Giant in Town by Julia Donaldson and Alex Scheffler**

## Science

### **Animals including Humans:**

The children will learn the basic needs of animals, including humans, survival. They will learn that animals and humans have offspring. Order the stages in a human and animal life cycle. The children will also learn about exercise and eating the right amounts of different types of food.

## Mathematics

### **Geometry**

- Identifying 2D and 3D shapes
- Describing 2D and 3D shape properties
- Making shape patterns and sorting shapes

### **Fractions**

- Find fractions of shape ( $1/2$ ,  $1/4$ ,  $1/3$ )
- Find fractions of number ( $1/2$ ,  $1/4$ ,  $1/3$ )
- Find multiple fractions of shape and number ( $3/4$ )

## Computing

### **Coding**

Children will begin to use coding in the espresso programme. They will be applying coding skills to make their own video game. They will carry out research into what should be included. They will use skills and computing algorithms to create their own.

## You might like to join in with our learning at home by:

### **Reading**

Try reading poetry aloud at home. Use expression in your voice and see if you can recite it without the book.

### **Watching**

Learn all about Animals, including Humans:  
<https://www.bbc.com/bitesize/clips/z4tmhyc>

### **Doing**

Try drawing the life cycle of a human or animal.

### **Visiting**

Visit a local zoo or park near you and record which animals you see.